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ABSTRACT

This report summarizes activities of a three-year project whose major goals were as follows: (1) Developing an individualized modular program for inservice professional preparation of physical educators and other professionals in the motor performance assessment of handicapped students whose primary language is English, Spanish, or Vietnamese; (2) Assisting teachers in identifying and assessing handicapped students (including those who are limited English proficient); (3) Increasing the assessment competency level of teachers and clinicians so that they may develop individualized education programs (IEPs). Learning modules were developed using manuals and videocassettes narrated in English, Spanish, and Vietnamese. Assessment topics covered include procedural placement, IEP design, material selection, and methods for recording student progress in motor ability, physical fitness, skill development, and perceptual motor functioning. Inservice workshops were conducted with 168 teachers in seven locations in California. Follow-up consultations were conducted with 50 of the teacher trainees and took place after an interval of 10 to 18 months. Data collected during an evaluation phase suggested that both the individualized instructional approach (using videocassettes) and the traditional workshop format were effective in significantly improving mean knowledge scores. Three appendices, comprising nearly half the document, provide detailed data on the characteristics and performance of individual workshop participants. (JW)



SPECIAL GRANT PROJECT U. S. Department of Education

PROFESSIONAL TEACHER PREPARATION IN THE MOTOR PERFORMANCE ASSESSMENT OF HANDICAPPED STUDENTS

FINAL PERFORMANCE REPORT August, 1986

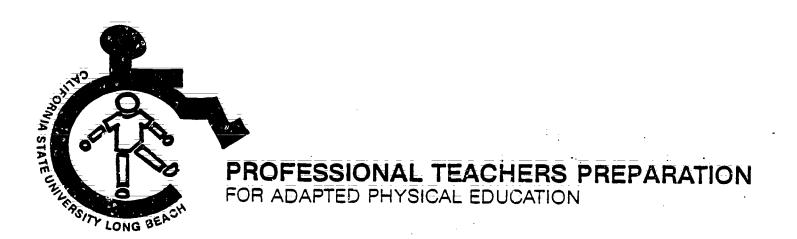
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Motor Performance Assessment of the Exceptional Individual

Dr. Fred Rodríguez



THIRD YEAR PERFORMANCE REPORT OF TN-SERVICE WORKSHOP PROGRAM

FOR
PROFESSIONAL TEACHER PREPARATION IN THE MOTOR PERFORMANCE
ASSESSMENT OF HANDICAPPED STUDENTS

Conducted by

California State University, Long Beach
Adapted Physical Education Program
Department of Physical Education
School of Applied Arts & Sciences
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Funded by a Grant From
U.S. Department of Education
Office of Special Education and Rehabilitative Services
Division of Personnel Preparation

Grant Number G008301776 Project Number O29JH50009



ãs.

PROFESSIONAL TEACHER PREPARATION IN THE

MOTOR PERFORMANCE ASSESSMENT OF HANDICAPPED STUDENTS

TO:

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INTRODUCTION

California State University, Long Beach. Department of Physical under a grant by the U.S. Department of Education, Education, Office of Special Education and Rehabilitative Services, developed and implemented an in-service model for Professional Teacher Preparation in the Motor Performance Assessment of Handicapped Students. The federal grant, awarded to CSULB, was a "Special Project" to serve as a basis for extending the competency level of adapted physical educators and professionals in related fields. It emphasizes the development, implementation and dissemination of an individualized instructional program through an in-service workshop model for preparing teachers in the motor performance assessment of handicapped students whose primary language is either English, Spanish or Vietnamese. The program which was designed to meet the needs of physical educators who are teaching the handicapped and to meet current legislative mandates was implemented on July 1, Illustration 1, depicts the four major components of the grant: Teacher preparation, Assessment, Education for the Handicapped and Bilingual education. The following information described the grant project in detail:

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Grant Document: The federal grant was awarded for three years (1983-1986).

Grant Number G008301776

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029JH40023 Second Year 029JH50009 Third Year

TRAINING EMPHASIS:

Professional Teacher Preparation in the Motor Performance Assessment of Handicapped Students

Individualized Technological Instructional System

TRAINING ACTIVITIES:

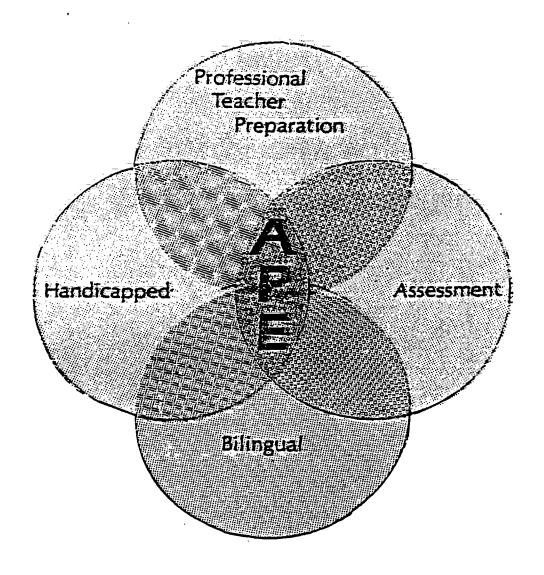
Training of adapted physical education personnel and other auxiliary professionals with emphasis in:

Teaching mild to moderately handicapped students Teaching low incident populations



filustration 1

Adapted Physical Education (APE)



j

LANGUAGE EMPHASIS:

English English/Spanish English/Vietnamese

Applied Technological Teaching Approaches

Auditory Visual Applied Skills Activities

Individualized Instructional Processes

Video Cassette Instruction Printed Material Graphics Multimedia Component Instructional Aids

Motor Assessment Instruments Utilized

Basic Motor Ability Test-Revised AAHPERD-Health Related Tests Bruininks-Oseretsky-Test of Motor Proficiency

Developmental Areas Addressed

Motor ability
Perceptual Motor Ability
Physical Fitness
Motor Skill Development

Training Emphasis

In-service Pre-service

Interdisciplinary Professionals Participating

Adapted Physical Educators
Physical Education Generalists
Physical Therapists
Nurses
Vocational Specialists
Occupational Therapists
Speech-Language Pathologists/Therapists
Recreation Therapists
Councelors
Resource Specialists
psychologists
Speech Educators
Regular Classroom Teachers
Administrators



Educational Level Emphasis

Pre-school
Elementary
Secondary
Post-secondary

Other Specialized Skills to be learned

Organizational Effectiveness Managerial Skills Service Support/Resource Management



PROGRAM DESCRIPTION

A. OVERVIEW:

The grant, which covers a three-year period, included three Phases. A brief summary of the major phases follows:

Phase one of the project, called for the development of the individualized learning modules. The educational media includes video tapes narrated in English, Spanish and Vietnamese in the subject-matter being taught.

Phase two, conducted in the second year, included six (6) inservice wokshops to train 150 teachers/clinicians in California. The individualized learning modules, developed in the first year were used as the main instructional mode to develop teacher competency in the assessment process. One-third of these participants were trained to administer the assessment instruments in Spanish and/or Vietnamese.

Phase three encompassed evaluating the program over the threeyear period and dissemination of the instructional modules throughout selected sites in the United States and internationally.

B. GOALS:

The program, which was designed to provide a variety of opportunities and services whereby prospective teachers could obtain information that would increase the professional growth and improve the motor performance assessment process of the handicapped was completed. The program was designed to improve assessment competencies and bilingual skills of teachers in order to promote effective communication with Limited English Proficient Students (LEP) through an individualized educational program.

specifically, the major goals of the project were as follows:

- 1. To develop an individualized modular program for inservice professional preparation of teachers (physical
 educators, and/or related auxiliary medical or education
 professionals) in motor performance assessment of
 handicapped students whose primary language is either
 English, Spanish or Vietnamese.
- 2. To assist teachers in identifying and assessing handicapped students (to include the "Limited English Proficient students) in order for them to design appropriate programs that address the individual needs of these students.



5

- 3. To increase the assessment competency level of teachers and clinicians so that they may develop individualized educational programs (IEPS) for the handicapped.
- 4. To implement a multi-media/multi-disciplinary instructional program for in/pre-service professional preparation of teachers, who can act as qualified primary test administrators in public and private schools.

As a result of the project activities, other significant results and/or outcomes have also been identified. These include:

1. Improvement of knowledge about adapted physical activity,

2. Promotion of adapted physical activity,

3. Increased awareness of physical activities for the less abled students

4. Involvement of people to help promote adapted physical activity for the handicapped, and

5. Facilitation of the organization of symposiums, meetings, and seminars about adapted physical activities.

C. OBJECTIVES:

The overall objectives of the grant project were to design and develop curricular activities for the purpose of preparing teachers to assess and place handicapped students in the least restrictive educational setting. Specific objectives were:

- 1. To develop individualized motor performance assessment packages to measure the psychomotor functioning, motor ability status and physical fitness of the handicapped.
- 2. To develop logistical/administrative procedures for the implementation of the individualized instructional packages/modules in in-service workshops.
- 3. To develop a model "In-Service Program" for school administrators and teachers to implement in their own program/geographical areas for the professional preparation of teachers in motor performance assessment of the handicapped.
- 4. To develop instructinal technologies using videocassettes to enhance the assessment process.

D. ACTIVITIES:

The grant project has seen the following action items completed:

1. The designing and development of individualized instructional learning modules for the



professional preparation of teachers engaged in the education of the handicapped, with specific emphasis in the motor performance assessment of handicapped students. The instructional modules and handbooks offer lessons in procedural placement, IEP design, a process by which teachers may select appropriate materials for students, and methods for recording pupil progress.

2. The expansion of current teacher preparation programs to include: time-saving caseload management techniques, the incorporation of new teaching strategies and technologies to assist teachers in efficiently meeting IEP dictates, and in-service training using individualized video-cassette instruction in the workshop setting.



PROGRESS REPORT

A. OVERVIEW:

During the first two years of the grant project, much was accomplished. All objectives outlined were met for the first and second year. As a result, the transition into the third year's activities went smoothly. To measure the performance and accomplishments achieved, refer to the Timeline of Activities (Illustration 2).

This figure depicts the timeline as to when all activities were to take place and accomplished, in addition to delineating individual responsibilities. The first and second page of the illustration depict the activities in a chronological order; each activity being a prerequistite to a higher ordered task.

The Yearly Curriculum Program Matrix (Illustration 3) highlights the three year program and major activities. The reader is directed to page 25 of the original grant document, Plan of Operation, to review the tasks involved in all phases of the grant project.

Major Objectives Accomplished (year 1) - specificially the first year called for the development of three individualized learning modules using video cassettes and manuals to prepare teachers in the motor performance assessment of handicapped children whose primary language is either English, Spanish or Vietnamese.

The fourth illustration (Illustration 4), graphically depicts activities completed. The fifth illustration (Illustration 5) the sequence in which the program was completed. development of the program involved the design and development of an individualized learning system using video tapes narrated in English, Spanish and Vietnamese of the subject being taught. The program was designed to assist teachers and clinicians to idenify and assess handicapped students, including the "Limited English Proficient" students, in order for teachers to design appropriate that address the needs of handicapped programs particularly the linguistic and cultural background. assessment areas for which the individualized learning system were developed included motor ability, physical fitness, development and the perceptual motor functioning of handicapped students. The training effort to which the preparation of instructional personnel was directed included the physically and mentally (mild and moderately) handicapped, low incidence such as seriously emotionally disturbed autistic, populations visually handicapped, deaf and hard of hearing children and youth, and the severe and multi-handicapped students. Priority within the teacher preparation program included all areas areas in which special educators are involved in order to include the various continuums of educational setting.



ACTIVITY 1. Pre-production Planning Develop Individualized Learning	*-	TOS	AUG	SEP	- E30	NON	Ö	z	85		-				-	
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Packages/Modules			(5) (*				.25 .72			10)				#		
Post-production Editing/Titling								- 	.k	_R AVA	ČP	S C		4 gap 100, apr. 4	**************************************	•
2. *Translate Learning Packets/Modules into Spanish/Vietnamese				•					**** ***	R	<u>A</u> -	-S		in this say was d	****	
3. Select Geographical Teaching Areas Select Teachers for Training Select Sites/Dates for Inservice			•				·									/
Workshops Plan Workshop Content/Develop Know- ledge.Test, Competency Checklists and On The Job Evaluation Forms. Mail Announcements of Inservice						*			60 es es es					est est		
Activities 5. Present Inservice Workshops 6. Collect Evaluative Data Workshop & Practicumn/Analysis of Statisti-								·								

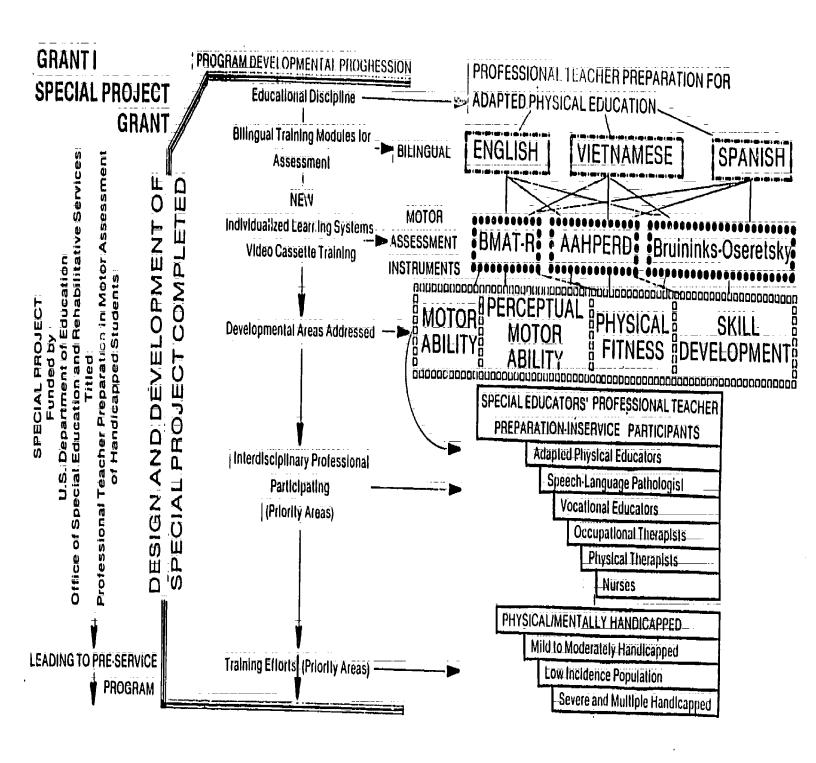
Illustration 2

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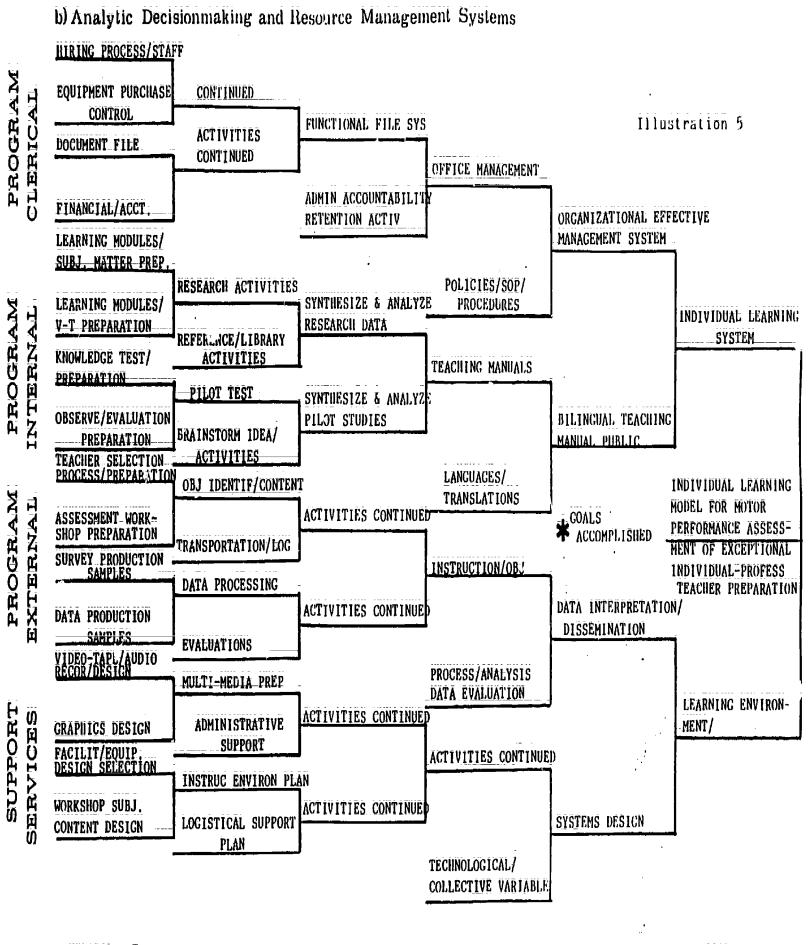
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TIMELINE OF ACTIVITIES

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ACTIVITY	SEP	OCE	NOV	DEC	ZY	FEB	MAK	APR	MAY	Z D C	ZOL	AUG.	SEP	OCT	NON.	DEC	AAN	FEB	MAR	APR	717Y
1. Pre-production Planning Develop Individualized Learning Packages/Modules Post-production Editing/Titling			•									1. A. C.									
2. *Translate Learning Packets/Modules into Spanish/Vietnamese					٠																
3. Select Geographical Teaching Areas Select Teachers for Training Select Sites/Dates for Inservice Workshops	/	<u></u>		×										٠							
4. Plan Workshop Content/Develop Know- ledge Test, Competency Checklists and On The Job Evaluation Forms. Mail Announcements of Inservice Activities															-						
5. Present Inservice Workshops	* -											* 									
6. Collect Evaluative Data Workshop & Practicumn/Analysis of Statistical Data - Knowledge Tests	*		7		 										*			•			
7. Monitor/Evaluate Teacher Competency While On the Job Training (OJT)			•					,	k							*					
8. Disseminate Information/Publish ERIC 23				•				0						,					4		







*CURRENTLY AT THIS STAGE 30

Major Objectives Accomplished (year 2) - One hundred sixty-eight (168) teachers were trained in the second year. Of this group, fourteen (14) separate occupational disciplines were represented. The trainees included:

89 Adapted Physical Educator

25 Classroom Teacher

02 Counselor

03 Nurse

02 Occupational Therapist .

10 Physical Educator O3 Physical Therapist

01 Psychologist

01 Recreation Therapist

01 Administrator - District Level

Special EducatorSpeech Therapist

14 Teacher Aide

03 Vocational Specialist

In-service workshops were conducted in seven major geographical areas in California (Illustration 6). They were held at:

LOS ANGELES AREA California State University, Long Beach

Long Beach

SAN DIEGO AREA University of California, San Diego

La Jolla

ORANGE COUNTY AREA Orange County Department of Education

Costa Mesa

Santa Ana Unified School District

Santa Ana

FRESNO AREA California State University, Fresno

Fresno

SAN JOSE AREA San Jose State University

San jose

SANTA BARBARA AREA Santa Barbara County, Dept. of Education

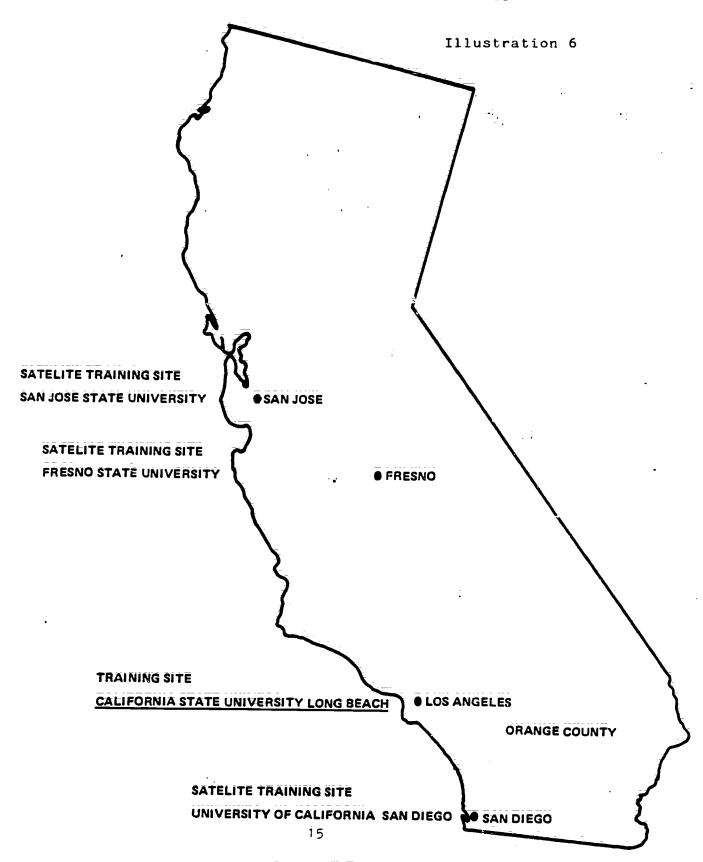
Santa Barbara

The trainees participating in the program are included in Appendix A, with the following categorical listings:

Listing Al: Total Number of Trained by Geographical Area



CALIFORNIA UNIVERSITY COOPERATIVE AND PUBLIC/PRIVATE SCHOOL PARTNERSHIP PROGRAM TRAINING CADRE AND PRACTICUUM SITES





Listing A2: Trainees by Occupational Position and Language

Listing A3: Trainees by Occupational Position, Language Proficiency, Student Population Experiences and

Grade Level.

Listing A4: Trainee by Occupational Position and School Site

Listing A5: Consolidate Trainee List

B. THIRD YEAR ACCOMPLISHMENTS:

The third year activities included the continuation of the teacher training program with a focus on the following components: 1) Professional Teacher Preparation, 2) Bilingual communication for "Limited-English Proficient (LEP) children, 3) Special education for handicapped children, 4) Assessment and 5) Multi-media and instructional technogy applications. Specific objectives accomplished in the third year were:

- ... Conduct of "Follow-up Consultation" in-service workshop sessions to continue training the participants trained in the second year.
- collection and analysis of evaluative statistical data of the second year trainees to include learning performance of teachers-in-training and a longitudinal study of teacher competency through field testing and knowledge gained over an extended period of time.
- ... Conduct of additional in-service workshops (Phase II) and dissemination of the research information throughout the United States, Canada and Latin America, and
- ... Continuous development, modification and refinement of the instructional program.
- 1. Objective: Follow-up Consultation In-service Workshop/Sessions: Fifty (50) trainees of the original 168 teachers who participated in the second year training program were selected for the follow-up consultation sessions. The number of trainees represented the major georgraphical areas throughout California and were evenly divided in accordance with the number of trainees initially trained in each area. The selection was as follows:
 - 17 Los Angeles/Orange County Area
 - 11 Fresno
 - 07 San Diego
 - 07 San Jose
 - 08 Santa Barbara



The timeline between the initial workshops and follow-up sessions was from 10 to 18 months, as depicted below:

Initiāl In-servicē Workshop/site	Follow-up consultation In-service Workshop	Time Laps (Approximate)
Dec 1-2, 1984 Long Beach	May 10, 1986	18 months
Feb 2-3, 1985 San Diego	April 26, 1986	14 months
Feb 23-24, 1985 San Jose	April 12, 1986	13 months
Mar 9-10, 1985 Orange Cty	May 10,1986	14 months
Mar 23-24, 1985 Fresno	April 6, 1986	13 months
May 18-19, 1985 Santa Ana	May 10, 1986	12 months
Jun 7-8, 1985 Santa Barbara	March 14, 1986	10 months

Three major activities were conducted for each of the follow-up sessions.

- a. Teacher Competency: Observational profiles and competency checklists to measure gains in pratical experience/application were used to reinforce and improve test administration proficiency.
- b. Knowledge Tests: The same test which was used for the initial in-service workshop training sessions were administered to the 50 trainees to determine the knowledge gained or retained since their first training session.
- c. Assessment Summaries: Assessment summaries written by the Phase I trainees showed a lack of consistency in presentation of assessment information and a need existed to improve the quality of evaluation write-up and assessment interpretation. An assessment summary model was developed and provided during The In-service Follow-up Consultation Sessions.

The assessment summary contains eight categories. Section 1 contains all the pertinent student data and testing record data. Other information can be added as needed. Section 2, the bases for referral, is included to give the examiner some information as to why the child was



referred. The referral may originate from the teacher, guidance committee and/or parents. The child may come from a parallel program, maybe entering a public school from a private school or vise-versa and recommended by an IEP committee for a re-assessment. Whatever the bases of referral other documentation on the child can be obtained sources. Section general from those 3, description/procedures, is used to review information which may have a direct or indirect impact on test interpretation and/or program recommendation. For example, medical records may be checked for any relevant information. This preliminary examination of a child's history may pinpoint sources for more in-depth assessment. Sources of preliminary information may come from student files, which contain cumulative assessment information, parent information, past assessments and IEP's, insight from other school personnel, medical records, and other related documents. Section 4, evaluation instruments used, include a description of the test and subtest descriptions in general terms. This information will be helpful for the IEP team and others concerned with the areas assessed and intent and/or purpose of the test. Section 5, data analysis of current performance levels, involves the documentation of the data obtained and the test interpretation. Evaluation of results may support findings on student performance between various different subtest. Section 6, strength include simple statements highlighting and weaknesses, of concern and areas where the student excells. consistently portrayed on a variety of sub-Weaknesses tests should be carefully analyzed in order to support goal and objective statement on the IEP. Strength areas may indicate avenues for mainstreaming or involvement in an environment of lesser restriction and used to provide motivation for the improvement of weak areas. Section 7, conclusion and recommendations, provides a summary of student abilities and correlates them with eligibility criteria for placement in physical education programs and provides direction for writing the IEP.



2. Objective: Conduct of Phase II - Inservice Work-shops: During the third year, additional in-Service workshops were conducted. A workshop was conducted at:

Texas Woman's University, Department of Physical Education Doctoral Degree Program, Denton, Texas (20 participants) February 6, 1986.

Two in-service workshops were also conducted in Latin America. Third party in-kind contributions from the respective countries were provided for these sessions. The workshops were held in:

San Salvador, El Salvador, for Universidad de El Salvador and Organizacion Nacional de Olimpiadas Especial, Palacio de Los Deportes, (54 participants) January 13 - 15, 1986.

Universidad de Zulia, Facultad de Humanidades y Educación, Maracaibo Estadoo Zulia, Venezuela, (50 participants) January 21 - 23, 1986.

- 3. Objective: Dissemination of Information: One of the most efficient methods of information dissemination in the professional eduction field is at professional conferences. Because of the inter-disciplinary content of this grant project, its various articulation in bilingua education, instructional technology, special education and adapted physical education and interest to a broad range of teaching professions, presentations were conducted at 4 major conferences in an effort to reach delegates from United States, Canada, and Latin America. Presentations were made at:
- November, 1985 Central American and Caribean Commission of Physical Education, Sport, and Recreation for the Handicapped (CACEFI), held in Barguisimeto, Venezuela.
- March, 1986 California Association for Health, Physical Education and Recreation, San Diego, California (March 20 23, 1986)
- April, 1986 National Association of Bilingual Education, Chicago, Illinois (April 1 4, 1986).
- June, 1986 Fiesta Educativa Conference, University of Southern California, Los Angeles, California (June 6 7, 1986).
- 4. Objective: Training of trainers completed by Phase I (1st Generation) in-service trainees: One of the major



objectives of the grant project was to train the in-service participants to continue training other professionals in their area. The Phase I trainees reported the following:

Area of	of 1st Generation trainees reporting training of others	<pre># of 2d Generation trainees trained</pre>
Los Angeles/Long B.	25	32
Orange County	22	33
San Diego	16	16
San Jose	15	18
Fresno	14	18
Santa Barbara	08	18
	100	135

- 5. Objective: Physical Education Service Expanded: Based on the follow-up survey, the following information was reported:
 - a. 1,146 handicapped students were referred for further assessment by the 1st generation trainees. They were:
 - 332 Los Angeles/Long Beach
 - 223 Orange County
 - 270 San Diego
 - 212 San Jose
 - 42 Fresno
 - 67 Santa Barbara
 - 3,864 Estimated overall based on average of 23 children referred per trainee (168 trainees)
 - b. 660 handicapped students were receiving additional physical education services as a result of referrals.

Educational options:

82 Los Angeles/Long Beach



- 212 Orange County
- 214 San Diego
- 87 San Jose
- 25 Fresno
- 40 Santa Barbara
- 2,184 Estimated overall based on average of 23 children receiving additional Physical Education services per trainee (168 trainees).
- Awareness: Increasing the awareness of adapted physical education activities, and promoting an interdisciplinary approach in the education of the handicapped was and remains a prime concern of the research project. Accordingly, of the trainess included in the in-service workshops, they reported that they had gained awareness, knowledge, skill, and methods in working with the handicapped.



EVALUATION OF TRAINING PROGRAM

The purpose of this project was to develop and determine the effectiveness of an individualized educational program to train teachers on the job in the motor performance assessment of handicapped students, since it is difficult for teacher to leave their present teaching position to return to the traditional university preservice program. It was hypothesized that an individual in-service program utilizing instructional technology would be a viable procedure for gaining competencies in specific components of motor assessment. There were two methods of evaluating this new and innovative instructional program. The first part included collecting data for knowledge gained and analysis of the data. There were three hypotheses:

- 1. There would be no significant difference in the mean knowledge scores of the pretest and posttest scores within groups of those who would be instructed by the individual method (experimental group) as compared to those who received instruction by the conventional method (control group).
- 2. There would be no significant difference in the pretest and posttest mean knowledge scores between those students who were instructed by the individualized method (experimental group) as compared to those who received instruction by the conventional method (control group).
- 3. There would be no significant difference between men and women students' learning achievement under the individualized method of instruction and under the conventional teacher-directed method of instruction.

The second part of the evaluation phase included teacher attitudes and opinions which were reported in percentages.

DEVELOPMENT OF PRETEST AND POSTTEST

The test which was developed during the first year, measured the learning achievement of the trainees participating in the inservice and pre-service program. The same test was used for the pretest and posttest. A list of 100 test items regarding the instructional content was developed by three specialists in adapted physical education. An adapted physical education advisory group consisting of five individuals were then asked to select test items for the examination which best measured the trainees' knowledge of instructional content. The criteria used for the selection process of the test items included the mechanics of test administration, general information and comprehensiveness of all areas related to the Basic Motor Ability Test, the AAHPERD, Health Related, Test and the Bruininks-Oseretsky Test of Motor Proficiency. To establish reliability, the investigator administered the test once to students enrolled in an adapted physical education class. From an item analysis,



comprehensiveness of all areas related to the Basic Motor Ability Test, the AAHPERD, Health Related, Test and the Bruininks-Oseretsky Test of Motor Proficiency. To establish reliability, the investigator administered the test once to students enrolled in an adapted physical education class. From an item analysis, the investigator selected 15 functional questions for each of the assessment instruments used which became the questions for the pretest and posttest, for a total of 45 questions. Item discrimination and the difficulty of each test question was also taken into consideration as recommended by Roscoe (1975). determine internal consistency reliability, the odd-even scores were scored separately and a Pearson correlation coefficient between the two scores was calculated. The Spearman-Brown prophecy formula was then used to determine a more accurate reliability score since the Pearson correlation coefficient was calculated from a test approximately one-half the length of Due to the fact that different content areas were final test. covered in different sections, the odd-even reliability method was recommended. The reliability coefficient on the test was .86 and acceptable (Fox, 1969).

SELECTION OF TRAINEES FOR IN-SERVICE WORKSHOP (EXPERIMENTAL) AND PRE-SERVICE (CONTROL GROUP)

The trainees selected to participate in the project were individuals involved in the education of the handcapped and who were responsible for or assisting in the motor performance assessment of handicapped students. The students selected to participate in the control group were undergraduate and graduate students majoring in adapted physical education at California State University, Long Beach.

ADMINISTRATION OF THE PRETEST AND POSTTEST

A pretest was administered to the experimental and control group before instruction began. The posttest was administered after instruction was given. The same test was given for the "Follow-up Consultation" in-service workshop/sessions.

INSTRUCTIONAL PROCEDURE

The content of the material presented was the same for both groups. Only the instruction methods were different.

1. Experimental Group: There was an orientation to acquaint trainees with the procedures to follow in utilizing the individualized learning program. Students were familiarized and instructed in the use of all multimedia teaching aids. No restrictions on time were made, except that the trainees were required to maintain a journal recording the amount of time spent learning from the individualized learning modules. The journal was kept to verify attendance and utilization of alternative



learning activities. Concomitantly, the students were allowed to study the information according to their own learning style. Reading and viewing the videocassettes presentation were the two principle learning activities for the experimental group. Other optional learning activities were also privided.

2. Control Group: A prepared lesson was the instrument from which information was disseminated to the control group. The material presented was the same as the individualized instructional module. However, the control group received a series of lectures and testing demonstration by the investigator. Attendance was kept and a similar journal recording the amount of time spent studying outside of class was required of all students in the control group. At the conclusion of the instruction, students were tested.

CONTROLS OF INTERVENING VARIABLES

The following controls were initiated so that the intervening variables would not affect the data differentially as recommended (Fox, 1969):

- Used only teachers who taught the handicapped for the experimental group and used only teachers specializing in adapted physical education for the control group.
- Collected data using trained assistants to avoid favorabley or unfavorably affecting the experimental or control group, so that the investigator did not bias the results.
- Developed an instrument containing the same content validity to be used as a pretest and posttest for the experimental and control groups.
- 4. Informed the students participating in the study of the purpose of the experiment and explained that it was important not to discuss among themselves what they were doing to avoid biasing the results.
- 5. Administered the pretest and posttest to the experimental and control groups in the same manner.

TREATMENT OF DATA

Test scores were collected on individual score cards during the pretest and posttest. A two-way by three-way analysis of variance was applied to analyze the data between the groups, and the interaction between the means. A total registered time spent studying and data collected from a questionnaire evaluating various aspects of the study were analyzed separately and reported in raw frequencies and percentages.



ANALYSIS OF DATA

information obtained during the pretest and posttest phases The analyzed to compare the differential effects, if any, of the variables under study. Specifically, the analysis was conducted to determine the effectiveness of the individualized learning (In-service) method of instruction. In addition, the analysis was conducted to determine if significant differences existed between student achievement by sex categories within teaching methods. Moreover, information related to student study time, attitudes, and opinions related to the various learning modes is presented. All data from which calculations were made is included appendix A. In addition, the data collected regarding teacher included in competency checklists, occupational status, trainee educational background, teaching experience and the student population taught by each trainee as well as the status of the trainee's file is included in Appendix B. This information proved to be valuable for selecting the 50 trainees for the follow-up consultation sessions and for identifying key individuals to assist with the training of second generation trainees.

Initial Status of the Two Groups

The number of trainees included in the experimental and control group is presented in Table 1. Also depicted in Table 1, are the initial mean scores and the standard deviation for each group of subjects. Although the control group had a higher pretest mean score, the two groups were very closely matched as shown by means knowledge scores of the two groups of subjects.



Table 1

Statistical Data Illustrating Initial and Terminal Status of the Two Groups from Pretest and Posttest Scores

a =		Pretes	t		Posttes	it
Group	n	\bar{x}	SD	n	\bar{x}	SD
Experimental	_		· -			
Male	22	15.8	4:38	22	21.6	6.38
Female	88	15.2	4.64	88	22.9	7.06
Overall	110	±5.3	4.55	110	22.6	6.92
Control Control						
Mālē	06	18.8	6.34	06	3 0. 7	7.97
Female	18	$\bar{2}\bar{3}.\bar{1}$	7.05	18	33.3	4.99
Overall	24	22.Ō	7.01	24	32.6	5.79



Significance of the Pretest and Posttest Scores

It was indicated in the initial information obtained by the analysis presented in Table 2 that the F-value between the pretest and posttest scores for both the experimental and control group was significant. A repeated measures analysis of variance indicated a significant effect for this main effect of time, indicating that learning took place in the two methods of teaching, F(1,131) = 130.64, p < .05. Collectively, the students improved their mean knowledge scores significantly from prestest to posttest, as indicated in Table 2 and Figure 1 (Experimental group from 15.3 to 22.6 and the control group from 22.0 to 32.6, as shown in Table 1).

comparing the improvement by teaching methods, the statistical information indicated a significant group effect by time, F(1,131) = 7.40, p < .05. There was sufficient evidence to reject the first two hypotheses. It was stated in these two that there would be no significant difference in the mean knowledge scores of the pre-test and posttest scores within or between the groups being instructed by the individual method (experimental group), or those who received instruction by the conventional method (control group). The statistical analysis, through the group's main effect (F = 30.45, P < .05) indicated that there was significant variation in the improvement gains within the group of students who learned through individualized instruction or those individuals receiving a conventinal method of instruction -- the latter showing higher improvement gains. However, the analysis of variance of the terminal results of both indicated that students in both groups attained a high level of achievement, even though the control group achieved a slightly higher mean score as indicated by Figure 1. In essence, information was of major important since the principal this investigator was primarily interested in determining if the individualized learning method was a viable method for gaining specific information related to the motor perfomance assessement of handicapped students within a two-day workshop. The data indicated that the in-service workshops were effective.

It is noted in Table 2, also, that the F-value for the sex by group interaction was not significant, so the third hypothesis was retained. It was stated in the third hypothesis that there would be no significant different between male and female students' learning achievement under the individualized method of instruction and under the conventional teacher-directed method of instruction. The statistical results did not support a significant effect, F (1,131) = 1.26 p < .05, thus it was concluded that the males and females could use either method of learning and achieve similar results.



Table 2

Repeated Measures Analyses of Variance

Pretest and Posttest Scores

Experimental vs. Control

Sums of		Mean	_	Tail
Squares	df	Square	F 	Prob.
58483.54	1	58483.54	1082.41	.0000 *
1645.05	i.	1645.05	30.45	:0000 *
102.66	ĺ	102.66	1.90	.1704
67.88	i	67.88	1.26	.2644
6970.00	129	54.03		
2245.72	1	2245.72	130.64	.0000 *
127.29	Ī	127.29	7.40	:0074 *
.04	ĩ	$\cdot \tilde{0} \tilde{4}$	÷00	9595
21.67	1	21.67	1.26	.2636
2217.49	129	17.18		
	58483.54 1645.05 102.66 67.88 6970.00 2245.72 127.29 .04 21.67	Squares df 58483.54 1 1645.05 1 102.66 1 67.88 1 6970.00 129 2245.72 1 127.29 1 .04 1 21.67 1	Squares df Square 58483.54 1 58483.54 1645.05 1 1645.05 102.66 1 102.66 67.88 1 67.88 6970.00 129 54.03 2245.72 1 2245.72 127.29 1 127.29 .04 1 .04 21.67 1 21.67	Squares df Square F 58483.54 1 58483.54 1082.41 1645.05 1 1645.05 30.45 102.66 1 102.66 1.90 67.88 1 67.88 1.26 6970.00 129 54.03 2245.72 130.64 127.29 1 127.29 7.40 .04 1 .04 .00 21.67 1 21.67 1.26

^{*} P < .05 Level of Significance



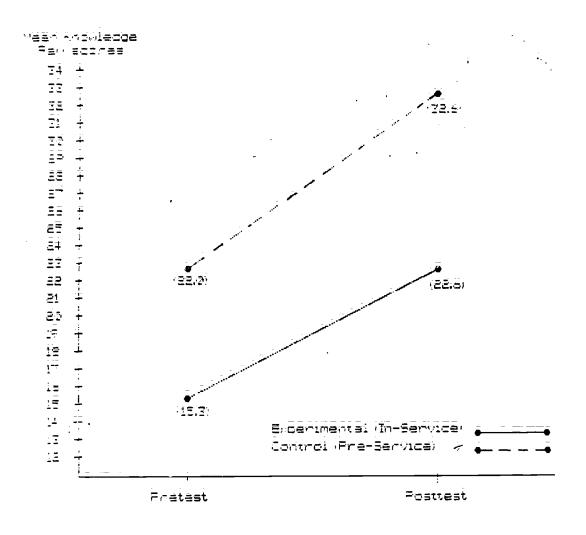


Figure 1. Pretest and Posttest Companisons of Control and Experimental Methods of Instruction.



Another concern of the grant project was to determine the amount of information retained by the trainees who received instruction using the individualized learning modules during the in-service workshops. A t-test was used to evaluate the posttest scores of the these trainees and the scores they received in the follow-up sessions.

The t-test value of 8.59 indicated that there was a significant improvement with the scores obtained in the follow-up consultation sessions as depicted in Table 3 (mean difference = +10.40). This indicated that the trainees were motivated and because of their interest, they continued to study the material even after the initial in-service workshops were completed.

Data was also collected regarding the achievement of trainee between workshop and occupational positions as depicted in figure 3. It was noted that classroom teachers improved the most. This was true for both English and bilingual speaking teachers.



TABLE 3

Comparison of Posttest and Follow-up Consultation Scores

t-TEST

			MEAN	10.40
T STATISTI	C P-VALUE	DF	STD DEV	8.55
			S. E. M.	1.21
8.59	.0000	49	SAMPLE SIZE	50
			MAXIMUM	30.00
			MINMUM	= 9.00



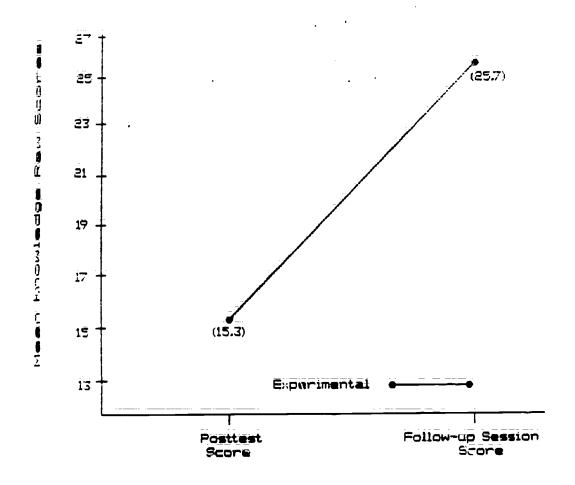
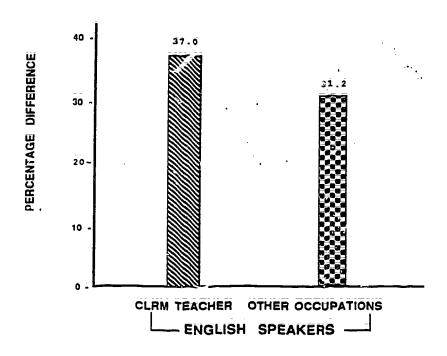
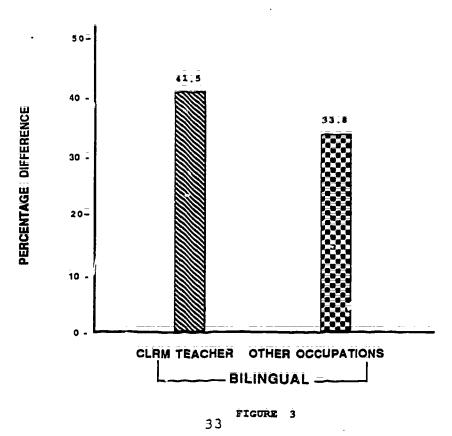


Figure 2. Comparison of Posttest and Follow-up Session Scores of Experimental group.



GAIN IN KNOWLEDGE BETWEEN PRE/POSTTEST OF ALL WORKSHOPS





Study Time and Course Evaluation

Another performance type variable, although not a measure of learning per se, but of direct interest to this project was considered. This was the amount of time students spent studying during the in-service workshops. The mean times in minutes are shown for the experimental group only along with the options provided for learning. The mean times for reading, viewing the video-cassettes and practicums are illustrated in Figure 4. The investigator was not concerned with learning as function of time. Therefore, the time that students were exposed to the learning materials was not controlled. The investigator was more concerned with the alternative options provided for learning, so journals were kept by the trainees to ascertain differences among trainees learning styles. Such differences, as reflected by the various study time, would lend great support to the notion that student learning styles and preferences should be considered in the development of teacher preparation programs. Moleover, careful consideration should be given to the learning styles among the various discipline.

It appears through observation of the times recorded that the practicum was the method most often used by the trainees to learn as illustrated in Figure 4. Approximately half of the total time spent studying was spent in practicums. The second alternatives for learning were reading and viewing the video-cassatte respectively, each method used about equally.

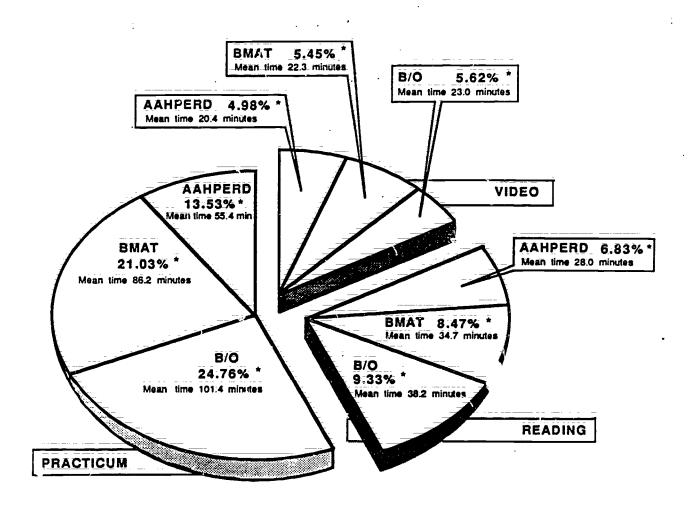
In regard to the individual assessment instruments learned, the trainees spent most of their time studying the Bruininks-Oseretsky Test of Motor Proficiency. This was expected due to the number of test items included in this instrument.

Data were also collected regarding the attitudes expressed by the students exposed to the various learning modes available in the individualized method of instruction through the use of an evaluation form. Although all students completed and returned the forms, not all questions were answered by all subjects as depicted in the various tables. Marginal tabulations were conducted on all questions and reported in the same order as the questions appeared on the evaluation form. All results from the evaluations are raw frequencies and percentages based on the respective responses.

The first part of the evaluation form was designed to determine how the trainees rated the value of the learning activities which were available. It was noted that the majority of students indicated that the options available for learning were interesting and of value for learning, as illustrated in Table 4 (Quality of Individualized Learning Program Learning Activities). Ninety-one percent of the trainees rated the reading material good to excellent, ninety-nine percent of the respondents who viewed the video-cassettes stated that they were good to excellent and that they were a useful method of learning,



MEAN TIME SPENT BY TRAINEES ON EACH LEARNING MODE BY SUBTEST



* PERCENTAGE OF ACCUMULATIVE TOTAL

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING ACTIVITIES

MASTER LIST (PHASE I)

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	. OTHER RESPONSES	Raw Frequencie	s Percent
Reading Printed Material	 		Lecture		1 1	Bilingual Video- Cassettes		
Excellent	68	47	Excellent	96	67	Excellent	i ēģ	63
Good	63	44	Good	i 39	27	Good	i 40	1 28
Fair	1 9	6	Fair	i 7	i 5 i	Fair	1 12	1 9
Marginal	À	. 3 i	Marginal	i i	1 1 1	Marginal	1 0	1 0
Poor	jõ	0	Poor	į ō	Ō	Poor	Ö	0
Viewing Video Cassettes			Organization of Assess Station	 		Bilingual Printed Material		'
Excellent	110	78 I	Excellent	111 27	80	Excellent	l 89	1 61
Good	30	78 I 21 I	Good	27	19	Good	1 48	33
Fair	1 1	1 1	fair	1 2	1 1 1	Fair	1 7	1 5
Marginal	1 0	0 1	Marginal	1 0	1 0 1	Maryinal	1 2	1 1
Poor	0	0	Poor	0	0	Poor	1 0	1 0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	1 81	60 I	Excellent	90	1 68 1	Excellent	l 92	1 70
Good	i 38 i	28	Good	35	1 27 1	Good	1 35	1 26
fair .	1 38 1 9	7	Fair	1 7	1 5 1	Fair	1 5	1 4
Marginal	1 4 1	3 1	l'arginal	Ö	l Ö l	Marginal !	į õ	l Ö
Poor	i 2	2 1	Poor	i Ö	101	Poor	i O	i o



QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING ACTIVITIES

WORKSHOP #1 LOS ANGELES

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent 	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material			Lecture			Bilingual Video-		
		1 1		1	1 1	Cassettes	1	1
Excellent	1 12	34	Excellent	1 25	1 71	Excellent	1 20	61
Good	1 20 1	57	Good	1 8	l 23 l	Good	1 12	1 36
Fair	2	6 1	Fair	j 2	161	Pair	1	3
Marginal	1 1	3 1	Marginal	j Ö	1 0 1	Marginal	į ö	l Q
Poor	0	0 1	Poor	į O	0	Poor	į Ö	Ĉ
Viewing Video Cassettes			Organization of Assess Station	l l	 	Bilingual Printed . Material	 	
Excellent	j 29 j	83 j	Excellent	j 32	94	Excellent	20	61
Good	<u> </u>	17	Good	1 3 <u>2</u>	6	Good	1 20 1 12	36
Pair	i ô i	0 1	Fair	i ö	i õi	Fair	i ī	1 3
Marginal	1 0 1	0 1	Marginal .	i o	1 0 1	Marginal	i ō	i ō
Poor	Ö	0	Poor	į	0	Poor	Ö	Ö
Child Assessment Practicum	! 	<u> </u>	Pretest - Postest		! ! 	Assessment of Bilingual Child	!	!
Excellent	18	56 I	Excellent	1 20	I 63 I	Excellent	18	56
Good		35 I	Good	1 10	31	Good	14	44
Fair	1 11 1 3	35 9	Fair	į Ž	6	Fair	14	İÖ
Marginal	i Q i	0	Marginal	i ü	0 1	Marginal	j ĝ	1 6
Poor	1 0 1	Öİ	Poor	1 0	1 0 1	Poor	i ö	1 0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING ACTIVITIES

WORKSHOP #2 SAN DIEGO

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw frequencies	Percen
Reading Printed Material	 	 	Lecture		 !	Bilingual Video- Cassettes		 _
Excellent	16	72	Excellent	15	1 68 1	Excellent	1 14	1 63
Good	1 4	18	Good	į Š	1 68 1 1 22 1	Good	j 5 j	23
Fair	i	i 5 i	Fair	1	i 5 i	fair	j 3 j	14
Marginal	i	i 5 i	Marginal	İ	5 1	Marginal	i ö	i 0
Poor	. 0		Poor	Ö	0	Poor	0	į 0
Viewing Video Cassettes	<u> </u>	<u> </u> 	Organization of Assess Station			.Bilingual Printed Material		
Excellent	1 16	1 73 1	Excellent	1 15	68	Excellent	1 12	1 38
Good		1 27 1	Good	1 7	32 1	Good	1 18	56
Pair	1 6 1 0	ĺÕĺ	Fair	1 0	l ŭ l	Fair	1 1	1 3
Harginal	i Ö	İÖİ	Marginal	į Ö	l Ö i	Marginal	1 1	1 3
Poor	į ô		Poor	Ö	0	Poor	0	0
Child Assessment Practicum	 	 	Pretest - Postest	 	 	Assessement of Bilingual child		
Excellent	15	1 71 1	Excellent	i 16 i 5	1 76 1	Excellent	1 14	66
Good	1 5	24	Good	i 5	24	Good	6	29
Tair	1	5	Fair	1 0	1 0 1	Fair	1 1	1 5
Harginal	į ō	1 0 1	Marginal	1 0	1 0 1	Marginal /	0 1	1 0
Poor	i	ini	Poor	i o	1 0 1	Poor	1 0	1 0



QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING ACTIVITIES

WORKSHOP 13 SAN JOSE

RESPONSE	Raw Frequencies	Percent I	OTHER RESPONSES	Raw Frequencie	s Percent 	OTHER RESPONSES	Raw Frequencies	I Percent
Reading Printed Material		 	Lecture	 		Bilingual Video- Cassettes		
Excellent	1 8 1	26	Excellent	1 20	1 65 1	Excellent	1 20	1 65
Good	8 20 2		Good	10	1 32 1	Good	1 9	1 29
Rair .	1 2	6 <u>5</u> [Fair	i i	1 3 1	Fair	1 2	6
Marginal	i i	ŝi	Marginal	i Ö	0	Marginal	į Ö	jÖ
Poor	į 0	0 [Poor	1 0	1 0 1	Poor	1 0	1 0
Viewing Video Cassettes	<u> </u>	ļ 	Organization of Assess Station			Bilingual Printed Material		
Excellent	1 23 1	77	Excellent	1 .5	83	Excellent	<u>18</u> 10	60
Good	1 7 1	23	Good	1 5	1 17 1	Good	10	33
Pair	1 0 1	ĎΙ	Fair	l Ö	0	Pair -	1 2	1 7
Marginal	i Öl	0	Marginal	j Ö	1 0 1	Marginal	1 0	1 0
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum		 	Pretest - Postest	 		Assessment of Bilingual Child		!
Excellent	i ë i	32	Excellent	l 15	54	Excellent	. I 23	85
Good	j 9 j j 12 j	43	Good	12	43	Good	1 3	1 11
Fair	1 2 1	7	fair	į į	1 3 1	Fair	1 1	1 4
Marginal	i <u>ā</u> i	11 1	Marginal	1 0	1 0 1	Marginal	1 0	I 0
Poor	اً وَ ا	7 1	Poor	1 0	1 0 1	Poor	1 0	1 0



QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING MOTIVITYES

NORESBOP 14 Orange County

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material		 	Lecture			Bilingual Video- Cassettes	.	
Excellent	16	i 67 i	Excellent	18	i 75 i	Excellent	17	1 74
Good	1 <u>6</u> 1 5	21 1	Good	1 4	17	Good	<u>i</u> 3	13
Pair .	į ž	B	Fair .	i 2	 8	Fair	1 3	1 13
Marginal	i ī	. J. 1 1 1	Marginal	i ō		Marginal	1 0	i
Poor	į	0	Poor	į ŏ	Ö	Poor	į	į
Viewing Video Cassettes	 	[Organization of Assess Station	<u> </u>		Bilingual Printed Material	! 	!
Excellent	12	57 1	Excellent	1 11	52	Excellent	1 13	l 65
Good	j 8	38 1	Good	j 9	43	Good	1 4	1 20
Pair	i i	5 1	Fair	i i	i 5 i	Fair	1 2	ļ 1 <u>0</u>
Marginal	i õ	İÖİ	Marginal	i Ö	Üİ	Marginal	i i	į 5
Poor	į 0	0 1	Poor	. 0	0 1	Poor -	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	i <u>1</u> 5	68 1	Excellent	16	73 1	Excellent	1 14	66
Good	5	22	Good	1 4	18	Good	6	29
Fair	1 1	5 1	Fair	1 2	9	Fair	1	5
Marginal	1	5 1	Marginal	1 0	0	Marginal	1 0	1 0
Poor	i o	0 1	Poor	i 0 i	0 1	Poor	1 0	1 0

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING ACTIVITIES

WORKSHOP 45 PRESNO

RESPONSE		Percent I	OTHER RESPONSES	Raw Frequencie	s Percent	OTHER RESPONSES	lRaw Frequencie I	s Percent
Rea ing Printed Material			Lecture			Bilingual Video- Cassettes		
Excellent	i 10	i 53 i	Excellent	11	1 58 1	Excellent	1 12	1 63
Good	10 9	47	Good	i B	42	Good	1 5	25
Fair	i		Fair	į Ö	1 6 1	Fair	į ž	1 11
Marginal	i Õ	Öİ	Marginal	i Ö	0 1	Marginal	1 0	İÖ
Poor	0	Ō	Poor	Ö	1 0 1	Poor	Ö	İÖ
Viewing Video Cassettes			Organization of Assess Station	 		, Bilingual Printed Material		
Excellent	18	90	Excellent	1 17	1 85 1	Excellent	16	84
Good	2	10	Gōōđ	1 2	10 1	Good	1 2	1 11
Fair	1 0	0 1	Fair	1	1 5	Pair	1	1 5
Marginal	j Ö	ΙÖΙ	Marginal	į 0	1 0 1	Marginal	1 0	1 0
Poor	0	0	Poor] 0		Poor	1 0	0
Child Assessment Practicum		 	Pretest - Postest			Assessment of Bilingual Child		!
Excellent	17	85	Excellent	j 15	79	Excellent	l 15	1 75
Good	2	10	Good	į į	16	Good	1 1	20
Pair .	i i	5 1	Fair	į į	j <u>5</u> j	Fair	į	5
Marginal	1 0	0 1	Marginal	1 0	1 0 1	Marginal :	1 0	1 0
Poor	1 0	1 0 1	Poor	1 0	1 0 1	Poor	1 0	1 0



QUALITY OF INDIVIDUALIZED LEARNING PROGRAM LEARNING ACTIVITIES

WORKSHOP #6 SANTA ANA

RESPONSE	Raw Frequencies	Percent	OTHER RESPONSES	Raw Frequencies	Percent 	OTHER RESPONSES	Raw Frequencies	Percent
Reading Printed Material		 	Lecture	 	 	Bilingual Video- Cassettes	1	
Excellent	j <u> </u>	46	Excellent	1 7	58	Excellent	6	46
Good	1 5	38	Good	1 4	1 33 I	Good	1 6	46
Fair .	1 2	16	Fair	1	1 8 1	Fai.	1 1	8
Ma. ginal	1 0	0	Marginal	0	1 0 1	Marginal	j Ö	l Ŏ
Poor	0		Poor	0	0	Poor	į Ö	0
Viewing Video Cassettes			Organization of Assess Station	! 	! ! 	Bilingual Printed Material	 	l
Excellent	12	92	Excellent	11	1 85	Excellent	1 10	1 83
Good	1 1	Üİ	Good	1 2	15	Good	1 2	17
Pair	j Ö	Üİ	Fair	j Ö	j Ö İ	Fair	j Ö	Ü
Marginal	i Ö		Marginal	Ü	1 0 1	Marginal	i ĝ	Ö
Poor	0	0	Poor	0	0	Poor	0	0
Child Assessment Practicum			Pretest - Postest			Assessment of Bilingual Child		
Excellent	1 1	64	Excellent	8	1 80 1	Excellent	.1 8 1	73
Good	3	27	Good	1 1	10 1	Good	, l 2	18
Pair	1 1	9	Fair	1	10 1	Fair	1 1	9
Marginal	j ö	Öİ	Marginal	0	Öl	Marginal .	i Ō i	Ö
Poor	0	0 !	Poor	0	0 1	Poor	i 0 i	0
	1	ĺ		1			1 1	



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while eighty-eight percent rated the practicums good to excellent. The other learning activities which were provided also received high marks. These included lectures, organization of the assessment stations and the test. In addition, the bilingual components, English/Spanish and English/Vietnamese, were rated high. Ninety-one percent rated the video-cassettes good to excellent, ninety-four percent rated the printed material good to excellent and ninety-six rated the assessment of bilingual students during the practicums good to excellent. Ratings by workshop are also included in Table 4.

Rated in Part Two of the evaluation was the quality of the Individualized Learning Program Instructional Process (Table 5). It was noted in this Table that the majority of the trainees rated the quality of the instructional process high.

Over ninety percent rated the video-cassettes directions and presentation of materials good to excellent. Ninety-one percent felt the instructional process was motivating. The materials included during in the in-service workshops subject-matter covered and procedures used were also rated high. The facilities equipment and conditions used for studying were also given high evaluations. Ninety-six percent of the trainees liked the individualized instructional program.

The reader is referred to Appendix B for the Learning modes used by the trainess and Appendix C for 3 individual evaluation responses and test scores.

QUALITY OF INDIVIDUALIZED LEARNING PHOGRAM INSTRUCTIONAL PROCESS

MASTER LIST (PHASE I) (6 WORKSHOPS)

INSTRUCTOR	IRaw Frequencie	siPērcesti	INSTRUCTION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	iPercent
INSTRUCTOR	<u> </u>	<u>- </u>	INSTRUCTION		!! !	PACILITIES & EQUIPMENT	<u> </u>	<u> </u>
Video Cassettes	 		Materials		! ! !!	Site/Number	!	!
Excellent	95	1 75 1	Excellent	I 83	67 1	Excellent	l 83	1 66
Good	31	1 24 1	Good	1 40	1 32 1	Good	1 28	1 22
Fair	į į	iii	Fair	1 1	1	Fair	1 12	1 10
Marginal	İÖ	İÖİ	Marginal	i ö	i Öi	Marginal	į i	l i
Poor	0	1 0	Poor	0	0	Poor	1	į
Directions Comprehended	1	; ; ;	Subject Matter Coverage		 	Studying Conditions	l 	
Excellent	67	i 52 i	Excellent	72	l 58 i	Excellent	1 74	1 56
Good	67 53	42	Good	72 42 10	34	Good	1 74 1 39 1 19	1 56 1 29
Fair	i 7	6	Fair	1 10	i Bi	Fair	Î 19	1 14
Marginal	! 1	1 1 1	Marginal	1 0	1 0 1	Marginal	İ	1
Poor	į ō	Ō	Poor	1 0	0 1	Poor	0	l ō
Presentation of Materials	<u> </u>		Procedures	 	 	Overall Rating	<u> </u>	
Excellent	1 73	i 58 i	Excellent	64	! 56 I	Like	123	96
Good	1 46	1 36 1	Good	1 35	30 1	Distike	i 4	1 3
Fair	i 7	1 6 1	Fair	1 14	12	No opinion	1	1
Marginal	l i	1 1	Narginal	1 2	2	•	1	
Poor	į	0	Poor	0	0		!	
otivating Factor for Learning	 	:] 	 			!
Excellent	64	52 1		1	j		1	1
Cood	47	39 1		1) į		j	l
fair	i ii	j 9 j		İ	İ		İ	ĺ
Marginal .	1 0	1 0 1		j i	i i		ĺ	ĺ
Poor	i ö	i o i		1	ĺ		1 .	
* ***	i	i i		i i	i		I	1

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QUALITY OF INDIVIDUALIZED LEARNING PROCESS

NORISHOP (1)

INSTRUCTOR	Raw Prequencies	Percent	INSTRUCTION	Raw Frequencies	Percent	FACILITIES & FQUIPMENT	Raw Frequencies	Percent
DEFINITION OF		 	INSTRUCTION			FACILITIES & FOUTPMENT	<u> </u>	<u> </u>
Video Cassettes			Roterials		 	Site/Number	1	
Excellent	Ī 28	l 80 l	Excellant	21	64	Excellent	1 19	60
Good	1 1	20 1	C C/I	21 12 0	36	Cood	ļ 10	31
Fair	1 0	1 6 5	kati	0	0 1	Exir]	9
Marginal	[1 0 3	Marginai	0	0 1	Marginal	Ü	0
Poor	į Ö	0	Poor	0		Poor		0
Directions Comprehended	! 	! 	Depet Matter Coverage	!		Studying Conditions	! !	<u> </u>
Excellent	18	51 1	Excellent	19	l 56 l	Excellent	! 12	36
Good	15	43 1	छठ ी	9	26	Good	1 15	1 46
Fair	2	6 1	Fair	1 6	18 1	Fair	1 6	18
Marginal	i Ö	0 1	Marginal	! 3	l Ö l	Marginal	· 0 0	Ö
Poor	į į	0	Poor	0	0	Poor	į Ö	Ö
Presentation of !aterials	 	 	Procedures_		 	Overall Racing	! 	!
Excellent	22	63	Excellent	1 17	S3 1	Like	J - 35	1 100
Good		2 <u>\$</u> 8	Good	1 10	31	Dislike	l Õ	ĺŐ
Pair	10 3	i 8 i	Fair	1 4 1	13 I	No opinion	į 0	0
Marginal	i ô i		Marginal	j i	3	•	ļ	Ì
Poor	j o	0	Poor	0	Ö			
otivating Pactor for Learning	} [! }.∮	
Excellent	i 20 i	61		į į	j į		Ī'	İ
Good	1 20 1 1 10	30 I		į į	j		į	İ
Fair	3	9 1		1	İ		1	
Marginal Marginal		Öİ		l Ì				
Poor		Ö			Ì			
	j			Ì	ĺ		j ,	1

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM INSTRUCTIONAL PROCESS

WORKSHOP 12 SAN DIEGO

INSTRUCTOR	Raw Frequencies Percent		INSTRUCTION	Raw Frequencies Percent		EMPLIFILIES & EDOLMIENT	Raw Frequencies Per	
INSTRUCTOR	<u> </u>		INSTRUCTION	<u> </u>	 	FACILITIES & FOURIFIND	<u> </u>	İ
Video Cassettes			Materials	_	! 	Site/Number	! 	!
Excellent	1 8 1	57	Excellent	1 8	I 53 I	Excellent	1 4	1 27
Good	j 5 i	36 I	Good	1 7	47	Good	1 3	21
Fair	1 1	7	Fair	j Ö	0	Fair	j 6	1 40
Marginal	i Ö i	0	Harginal	i Ö	i Ö	Harginal	1	6
Poor	0 1	0	Poor	1 0	0 1	Poor	! 1	6
Directions Comprehended		İ	Subject Matter Coverage	1	 	Studying Conditions	!	!
<u>Collent</u>		20	Excellent	į į	i 33 i	Excellent	j <u>4</u>	ĺ 27
Good	1 10	สา	Good	i 5 I 10	67	Good	į 5	i 27
Fair	1 2	13	Fai:	i 0	0	fair	j 5	33
Marginal	į ō;	O I	Marginal	1 0	0 1	Harginal	1	1 7
Poor	Ö	Ö	Poor	j	0	Poor	0	Ī
Presentation of Materials] 	! 	Procedures	<u> </u>	! ! 	Overall Rating	! 	<u> </u>
Excellent	i .3	20 I	Excellent	i .3	i 20 i	Like	1 15	100
Good	1 11 1	73 I	Good	1 11	i 73 i	Dislike	l 0	1 0
Fair		7	Fair	$\overline{1}$	1 7 1	No opinion	1 0	1 0
Marginal		Öİ	Marginal	i Ö		,	i :	1
Poor	i Õi	Ō	Poor	i o	0 1		j o	į
	1						!	İ
btivating Factor for Learnia	g			ļ	!!!		! ;	!
Excellent	1 4 1	29						ļ
Cood	9 1	64					<u> </u>	 -
Fair	1 1	7		1			!	<u> </u>
Marginal	1 0 1	0		1			1	!
Poor	1 0 1	ŌΙ		1			1 :	l

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM INSTRUCTIONAL PROCESS

WORKSHOP #3 SAN JOGE

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTION	Raw Frequencies	Percenti	FACILITIES & EQUIPMENT	lRaw Frequencies	l Percent
INSTRUCTOR			INSTRUCTUCA		 	PACILITIES & FOUIRMENT		<u>1 </u>
Video Cassettes		 	Materials]	! ! 	Site/Number	! 	!
Excellent	19	63	Excellent	I 15	l 54 l	Excellent	l 27	90
Good	i ii	37	Good		l 43 l	Good	1 3	1 10
fair	19 19 11 11 11 11 11 11	37 0	Fair	12 1 1 1 0	1 3 1	Fair	l 0 I 0	l Ö
Marginal	i ô		Marginal	j ö	Ö	Marginal	į Ö	l Ö
Poor	0	0	Poor	1 0	0	Poor ,	l 0	1 0
Directions Comprehended		 	Subject Natter Coverage	· ·	 	Studying Conditions	! 	1
Excellent	i 10	34	Excellent	Í 12	44	Excellent	1 27	1 73
Good	1 18	60	Good	i 12 i 13 i 2	48	Good	1	19
Fair	1 1	3 1	Fair	•	I 8 I	Fair	1 3	1 8
Marginal	i 1	3 1	Marginal	1 0	0	Narginal	l a	l 0
Poor	Ö	0	Poor	0	0 1	Poor	l 0	0
Presentation of Materials	 		Procedures			Overall Rating		
Excellent	1 15 12	50 1	Excellent	1 13	57	Like	1 27 1 2	90
Good	i :2	40	Good	1 3	13	Dislike	1 2	6
Fair	j	7 1	Fair	1 6	26	No opinion	l 1	4
Marginal	i i i	3 1	Marginal	1	4	•		
Poor	į ô	0	Poor	0	0			
otivating Factor for Learnin	i Qi l	; 		<u> </u>				!
Excellent		37		1			ľ	1
Good		37 46		1			1	1
Fair.	أ أَيْ	17		•			ļ	ļ
Marginal	i Ö	O I		1	İ			ļ
Poor	i 0 i	0 1		1			Ì	1

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QUALITY OF INDIVIDUALIZED LEARNING PROGRAM INSTRUCTIONAL PROCESS

WORKSHOP #4 Orange county

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTION	Raw Frequencies	Percent	FACILITIES & EQUIPMENT	Raw Frequencies	Percent
INSTRUCTOR			INSTRUCTION		 	FACILITIES & FOULPHENT	 	
Video Cassettes			Materials			Sita/Number	<u>'</u>	
Excellent	12	80	Excellent	1 13	87	Excellent	1 12	1 80 1
Good	3	20	Good	2	13	Good	2	13
fair l	0	0 1	Fair	1 0 1		Fair	l 1	1 7 1
Marginal	0	0 1	Marginal	i 0 1	0 1	Harginal	1 0	1 0 1
Poor) ()	0	Poor	; 0 i		Poor .	l 0 i	
Directions Comprehended			Subject Matter Coverage	<u> </u>		Studying Conditions		
Excellent	l <u>1</u> 2 (, 80 I	Excellent	1 12	80 I	Excellent	1 8	53 1
Good	3 (20	Good	1 3 1	20 I	Good	l 3	. 20 I
Pair I	l Õ l	ĎΙ	Pair	1 0 1	0 1	Fair	4	27
Marginal	j Ö	O I	Marginal	ا ق ا	Οl	Marginal	l Ö	1 0 1
Poor	Ö	0	Poor	Ö		Poor	į Ö	
Presentation of Materials		 	Procedures	 _		Overall Rating	! 	
Excellent	10 1	67 1	Excellent	9	64 1	Like	14	l 93 l
Good	j 5 i	33 0	Good	i 5 i	36 I	Dislike	1 1	1 7 1
Fair I	Ü	Öİ	Fair	j 0 j	O I	No opinion	0	0 1
Marginal I	0 1	0	Narginal	I Ç I	0 1		l ;	1 1
Poor	0 [0	Poor		0 1		,	
Notivating Factor for Learning		 		! 			<u>;</u>	
Excellent	10 i	71		į į	ĺ	j	'	i i
Good	4 1	2:		1	j			
Fair I	0 1	0 ;	,		1	l		1
Marginal	Öl	0 1	·		1	1		
Poor	0 1	0 1			1			1
I		1			1	·	'	

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CIALITY OF INDIVIDUALIZED LEARNING SECOND INSTRUCTIONAL PROCESS

WORKSHOP 45 PRESIO

INSTRUCTOR	Raw Frequencies	Fercent	INSTRUCTION	Raw Fiequencies	Percent	FACILITIES & EQUIPMENT	Raw Prequencies	i Percent
INSTRUCTOR			INSTRUCTION	 	<u> </u>	FACILITIES & EQUIPMENT	<u> </u>	<u>. </u>
Video Cassettes		 	Materials		, , 	Site/Number	! 	<u> </u>
Excellent	i 18 i	90 I	Excellent	18	90 1	Excellent	1 15	75
Good	1 18 1 1 2	10	Good	1 2	l 10 l	Good	1 5	25
Fair -	i Õi	0 1	Fair	2 <u>0</u> 0	0	Fair	j Ö	l D
Marginal	1 0	Ō	Narginal	i Ö	1 0 1	Marginal	į Ö	į 0
Poor	i o	0	Poor	0	1 0 1	Poor	1 0	0
Directions Comprehended			Subject Matter Coverage	† 	 	Studying Conditions	! 	İ
Excellent	1 15	75	Excellent	16	1 80 I	Excellent	j 15	75
Good		25	Good	1 4	20	Good	į 4	20
Fair	; 5 0 0	ŌΙ	Fair	1 0	101	Fair	l ì	1 5
Marginal	i õi		Marginal	1 0	101	Marginal	1 0	1 0
Poor	į õį	0	Poor	Ö		Poor	l 0	1 0
Presentation of Materials			Procedures	<u></u>	! ! 	Overall Rating	<u>.</u>	
Excellent	i 15 i	75	Excellent	1 15	79	Like .	1 : 20	1 100
Good	15 5 0 0	25	Good	1 4	1 21	Dislike	1 0	1 0
Pair	İÖİ	25 0	Fair	1 0	1 0 1	No opinion	1 0	1 0
Marginal	i Öİ	Ö	Marginal	0			1	
Poor	i c i	0 1	Poor	1 6	0 1			1
	1 1	1		1			l e	
otivating Factor for Learning	ıj İ			1			I j	
Excellent	1 13	68		ļ			ļ	
Good	1 6 1	32					ļ	
Fair	0 1	0 1		1			ļ	!
Marginal	i 0 l	0 1		1			ļ	ļ
Poor		į		1			l	į

QUALITY OF INDIVIDUALIZED LEARNING PROGRAM INSTRUCTIONAL PROCESS

WORRSHOP 46 SANTA ANA

INSTRUCTOR	Raw Frequencies	Percent	INSTRUCTION	Raw Frequencies	Percent	PACILITIES & EQUIPMENT	Raw Frequencie	s Percen
INSTRUCTOR			INSTRUCTION	<u> </u>	 	PACILITIES & EQUIPMENT	<u> </u>	
Video Cassettes		 	Materials	 	! [Site/Number	-	
Excellent	10	77	Excellent	1 8	62	Excellent	1 6	46
Good	1 3	23 1	Good	1 5	38	Good	5	38
Fair	1 0	0 1	Fair	į Ö	0	Fair	2	16
Marginal	1 0	0 1	<u> Marginal</u>	1 0	1 0 1	Marginal	1 0	1 0
Poor	1 0	0	Poor	0		Poor	1 0	0
Directions Comprehended	1 	 	Subject Matter Coverage			Studying Conditions	1	
Excellent	וֹ פֶּ וֹ	70	Excellent	į 8	62	Excellent	į 8	62
Good	<u> </u>	15	Good	1 3	23	Good	5	1 38
Fair	1 2	15	Fair	1 2	15	fair	1 0	. 0
Marginal	i o i	Ō	Marginal	1 0	0 1	Marginal	1 0	1 0
Poor		Ö	Poor	ļ Ö	Ø	Poor	į Ö	ļŎ
Presentation of Materials	1 1		Procedures	! 	! 	Overall Rating	<u> </u>	
Excellent	i 9 i	70 I	Excellent	1 7	58	tike .	1 12	92
Good	3	23	Good	1 2	17	Dislike	1 1	1 8
Fair	i i i		Fair	1 3	25	No opinion	1 0	1 0
Margin: 1		7 0	Marginal	İ Ö	Öİ		İ	İ
Poo	i ô	Ô	Poor	İ	0		ļ.	İ
otivating in the Learning	 	 		 	 		I 	1
Exce, lent	'i 6 i	50 i		Ì			1.3	İ
Good		50 l 33 l		İ	į į		j [,]	İ
Pair	1 2	17		İ	İ		İ	İ
Marginal	i	0 I		j l			İ	İ
Poor	i	ō i		İ	İ		1	1
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SUMMARY

To meet the legislative mandates and educational need of handicapped children the design of a new and innovative educational program was initiated in 1983 at California State University, Long Beach under the direction of Dr. Federico J. Rodriguez. The concept of the program was intended to identify and solve critical problems involved in education of handicapped individuals and to translate those solutions into the development of practical techniques and materials. The model and innovative in-service program proposed was to developed and implemented a program to ssist in the education of the handicapped and to address three categories which merited priority consideration:

(1) the development of teacher competencies in the motor performance assessment process (2) special populations which include handicapped from diverse linguistic and cultural backgrounds and (3) technological applications to education to allow teachers the flexibility of gaining these competencies according to their own learning styles.

Therefore, the purpose of this research grant project was to develop an individualized technological program which would offer teachers on the job viable procedures for gaining competencies in specific components for motor performance assessment of the handicapped without having to leave their present teaching positions. Due to the large numbers of handicapped students being non or limited English proficient, the purpose was also to develope an Individualized Learning Program for in-service professional teacher preparation in the assessment of students whose primary language is either English, Spanish or Vietnamese.

The program developed under this grant project employed a bilingual education approach using a valety of instructional technologies in an individualized educational approach and focused on four major components, as illustrated on the following page. It set the foundation for, (1) interdisciplinary individualized educational settings, (2) multi-lingual, cross cultural emphasis applied to service delivery and assessment.

The project was the first program in the U.S. to integrate the four components which previously had not been addressed in adapted physical education.

The development of the program involved the design and implementation of an individualized learning system using video-cassettes narrated in English, Spanish and Vietnamese of the subject matter being taught. The program was designed to assist teachers in identifying and assessing the handicapped students to include the "Limited English Proficient" students in order for them to design appropriate programs that address the needs of handicapped students. Over 30 testing demonstrations were incorporated.

The assessment areas for which the individualized learning system



was developed included motor ability, physical fitness, skill development and the perceptual motor functioning of handicapped students. The training efforts to which the preparation of instructional personnel was directed included physically and mentally handicapped (mildly and moderately) low incidence populations such as seriously emotionally disturbed, autistic, visually handicapped, deaf and hard hearing children and youth. Due to the interdisciplinary theme of the program, the project was of interest to all individuals involved in the education of the handicapped.

PROCEDURES

To evaluate the effectiveness of the individualized instructional program he learning gains of in-service and pre-service trainees were compared. A repeated measures analysis of variance (ANOVA) was used to determine the difference, if any, between teaching methods. Additional information related to the attitudes and opinions of the trainees toward the individualized instructional methods was also greated to better understand the effectiveness of the program.

FINDING AND DISCUSSION

- 1. The mean knowledge scores improved significantly from the pretest to the posttest for both groups, indicating that learning took place within the individualized method of instruction as well as the conventional teacher-directed method. Interestingly, although the difference in the mean knowledge scores of the pretest and posttest scores between students and the improvement within groups was significant, the data indicated that students attained high achievement levels using an individualized method of instruction or attending class. Therefore, the two-day in-service workshops were effective.
- 2. The mean knowledge scores improved significantly from the posttest scores attained in the initial in-service workshop to the follow-up consultation session. This indicated that the trainees continue to study the subject-matter presented over an extended time and improved their learning.
- 3. Although the raw data for females was slightly higher in both methods of teaching, the lack of statistical significance when comparing all groups indicated that both men and women attained similar achievement levels using either type of instructional method.
- 4. As a whole, the trained reaction toward using an individualized method of instruction to learn selected information over a short period of time was very favorable. The majority of the traineds reported that the individualized method



of instruction was interesting and motivating. The results of the evaluation form clearly illustrated that there was a need to provide more alternative approaches to learning which accommodated the students' individuality and permitted the student to take an active part in he learning process.

Therefore, the results of and success achieved with the individualized instructional method clearly showed a need and continued support for the project.



CONCLUSIONS

It was concluded that selected motor performance assessment information can be taught through an individualized learning package, which incorporates various learning modes and should be incorporated at the in-service and pre-service levels. The present principles and practices of individualized instruction appear to have potential for preparing teachers in the broad range of competencies needed to teach the handicapped. If students are properly prepared and the individual instructional model is designed properly, teachers can use alternative training programs effectively to help maximize the attainment of individual needs.

Moreover, the results of the research grant project supported the need for 1) a better understanding of the methods by which individuals acquire and process new information, 2) that with the developmen of technological instructional systems, it is possible to modify the traditional lecture/laboratory instructional programs, with more individualized information presentations, and that these more individualized presentations modules, or "mini lessons" have the flexibility of focusing on a particular subject and level of expertise for a more time efficient learning resource, 3) by pre-packaging information for various yet similar type of settings, situations, and tasks important in order to avoid duplication of instruction and wasting instructional time, 4) the individualized instructional program offer more individualized instruction and/or remedial instruction for individuals seeking information in specific areas. Teachers currently serving students need to be trained to utilize instructional technologies, not merely as supplementry in teaching aids, but as integral and indispensible elements strategies and 5) the project provided a variety of opportunities and services wherely teachers could obtain information that increased their professional growth and improved their abiility to assess the motor performance of handicapped students.

Although individualized instructional modules take time to develop, they are an excellent method for teaching because they can be made available for students to study any time and as many times as desired. They are cost-effective.

With these findings in mind, it can be concluded that the implementation of individualized instruction ought to be a major goal of curriculum designers in adapted physical education; particularly since there is sufficient information at the present time which needs to be disseminated to teachers so they can effectively educate handicapped students. The utilization of individualized instructional modules will hasten the task of teacher preparation required by Public Law 94-142 and help actualize the idea that handicapped students will have available to them a free, appropriate public education by being placed into the most appropriate setting as quickly, successfully, and safely



as possible. The results also suggests that teachers-in-training should be given an opportunity to learn according to their own learning states, preferences, and individual needs.



APPENDIX A



LISTING AT: TOTAL NUMBER OF TRAINEES BY GEOGRAPHICAL AREA

TOTAL NUMBER TRAINED

	<u> </u>	<u> </u>	
La UnifiED	19	4	6.
LA COUNTY	1 7	· 1	0
SAN DIEGO	20	2	Ö
Satt josé	25	Ē	ī
ORE: SE COUNTY :	23	Ō	ō
FRESNO	21	$\bar{3}$	Ō
SANTA ANA	Ō	Ē	วิ
SANTA BARSARA	 8	Ī	Ō
			gan day any two
	133	25	10 = 168



LISTING A2: TRAINEES BY OCCUPATIONAL POSITION AND LANGUAGE



INSERVICES WORKSHOP TRAINEE ALLOCATION LISTING BY CATEGORIES BREAKDOWN

MASTER LIST OF FIGURES

	j i		NGLIS	= ·-	BÎLÎNGUÂL						j .		
OCCUPATION POSITIONS	 		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-	ENG/SPAN				ENG/VIET				GRAND LTOTAL
TOBITIONS	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	Elem	Sec	E/S	Subtot	
ĀPĒ	31	10	36	j 77	i i 4	2	j 6	 <u>1</u> 2	 	<u> </u>] 	 89
CLRM TEA	8	5	6	19	4		1	l : 5	! 	1 1	i 	, 1	25
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NURSE		•	3	3] 		,	 		! 	3
OT	i	1		2					 	! 			2
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PHYS THE	1	2		3				 				! 	3
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RES SPEC	j; j	, , ,	! !	1 1	 	j							1 1
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SPE THE	1		1	2	; ;	į	,	İ			ļ	 	2
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VOC SPEC	, 	i E I	 	3 !	: 	 	 	! 		! ! !	,]		3
SUBTOTAL	53 l	27 i	511	131	10	4	9 I	23	3	 5 -		9 	163

OTHER

APE JUNIOR COLLEGE = 1
APE UNIVERSITY = 1
TEACHER COLLEGE = 1
UNIVERSITY = 1
OT ADULT = 1

主の母



LISTING BY CATEGORIES BREAKDOWN

LOS ANGELES UNIFIED/LONG BEACH WORKSHOP

	 	E	NGLI	 				Fig	JAL				
OCCUPATION POSITIONS	; 				1	EN	G/SP	AN]	EN	G/VI	ET	L GRAND TOTAL
	Elem	Sec 	E/S	Su	Elem	Sec	IE/S	Subtot	Elem	Sec	IE/S	Subtot	i I
APE	5	 2	6			1	1 1		 		Î I	i !	i 1 15
CLRM TEA		! 	1	! 1	! !	! ! !]] 	! 	 !	 	l İ İ
COUNSELOR				 	! [-	 	
NURSE	ļ]	! !	<u> </u> 						l ; 	i 	
OT	ļ						ļ					 	
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LOS ANGELES COUNTY WERESTON

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COUNSELOR	ĺ						! 		<u> </u> 			! 	
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SAN DIEGO WORKSHOP

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VOC SPEC !	1	1	 				 	 	 	}]	 	I
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ALTERNATIVE: APE JUNIOR COLLEGE = 1



SAN JOSE WORKSHOP

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SUBTOTAL	8	8	10	26	1	2	2	5	ı İ			Ī	32
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OT ADULT APE UNIVERSITY

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ORANGE COUNTY WORKSTOP

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TEACHER COLLEGE

25



FRESNO WORKSHOP TRAINEE INFORMATION LISTING

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TEACHER UNIVERSITY

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SANTA ANA UNIFIED SCHOOL DISTRICT WORKSHOP

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SANTA BARBARA

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OCCUPATION	 	El	NGLI	SH :	! !	ENC	3/SP/	AN	: !	EN	G/VI	ET	L GRAND
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SUBTOTAL	<u> </u> !	<u>;</u> 	<u> </u> 7	7		<u></u>		Ī					8



LISTING A3: TRAINEES BY OCCUPATIONAL POSITION, LANGUAGE PROFICIENCY, STUDENT POPULATION EXPERIENCE AND GRADE LEVEL



LOS ANGELES UNIFIED/LONG BEACH WORKSHOP

	·	•			•.
Name	Position	Language	s Pop. L	ev. t.	Ĉr.
	•	E S	Y		
Sandra Hayes	APE Teacher	E	DD	Ë	Ñ
Patricia Patterson	VOC Assess	Ë	PH, DD, MR	SEC	Ñ
Barbara Zutz	VOC Assess	Ē	PH, DD, MR	SEC	N
Andrea Kaiser	APE Teacher	Š	PH, DD, MR	E,SEC	
Arla Shorr	APE Teacher	Ē		SEC	Ñ
Jack Goldsmith	APE Teacher	Ē	PH,DD,MR	Ē	Ÿ
Maria Colon	Aide	Š		Ë	
Mindy Mallon	APE Teacher	Ē			Ñ
Jill Pharis	APE Teacher	Ē			Ñ
April Ruel	APE Teacher	Ē			Ñ.
LaDorna Tysor	APE Teacher	Ē	PH	SEC	Ÿ
Stephanie Dudley	APE Teacher	Ē	PH, DD, MR	E,S	Ñ
Pearlskoll-Cohn	VOL Assess	Ē	PH, DD	SEC	Ñ
Socorro Castillo	Physical Educ.	Š			Ÿ
Mary Helms	APE Teacher	Ē	PH,DD,MR	Ë	Ÿ
George Sakelarios	AFE Teacher	Ē	PH,DD,MR	Ē,S	Ÿ

 $13 \quad 3 \quad 0 = 16$

SUMMARY OF PAID POSITIONS +3 +3 +3 = 9



Namë	Position	Lär	nguag	es	Pop.	Lev. t.	Cr.
		E	S	¥	·		
ALTERNATES					•		٠,
Christie Martinez	APE Teacher	, Ē			MR	Ē	Ÿ
Diann Sutherland	APE Teacher	$\overset{-}{\mathbf{E}}$			PH	E	
Randall Benson	APE Teacher	E			PH,DD	E,S	Y
Edward Martinez	APE Teacher		S			S	
Gregzie White	Physical Educ.	$ar{f E}$			PH,DD	S	¥
Janice Sparks-Konkler	Physical Educ.	$ar{f E}$			PH	Ŝ	Ž
Birdie Goldsmith	Clrm Teacher	Ē				E,S	Ÿ

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LOS ANGELES COUNTY WORKSHOP

Name	Position	Łai	igua	ges		Pop.	Lev. t.	Cř.
		E	S	A	:			•
Virginia Ramos C.	APE Teacher		Ŝ			PH,DD,MR	E,S	Ÿ
Jose Velazquez	APE Teacher	E				MR	E,S	Y
Valerie Bradley	APE Teacher	E				PH, DD, MR	Ē,S	N
Nancy Howorth	SDD Teacher	Ē				PH,DD,MR	s _.	N
Elgitha Baldonado	School Nurse-SH	Ē				PH,DD,MR	E,S	Y
Rita Simmons	Teacher	Ē				DD, MR	E	
Rex Wegter	APE Teacher	Ē				PH,DD,MR	E,S	Y
Diane Mackey	APE Teacher	Ē				MR	E,S	Y
Jane Johnson	Special Education	Ē				DD,MR	Prē−E.	N
Darlene Jackson	APE Teacher	Ē				PH, DD, MR	Ē,S	Ÿ
Dorothy Sholin	Clrm Teacher	Ī.				MR	S	Ň
Sandra Friedman	Cirm Teacher	Ē				MR	s	Ÿ
George Whitmore	Spch. & Läng. Spēc.	Ē				PH	S	N
Betty Toney	Cirm Teacher	Ē				PH,DD,MR	E,S	Y
Vicky Flowers	APE Teacher	Ē				MR	E,S	Ÿ
Dennis Wick	Cirm Teacher	E				MR	Ŝ	N
	·	15	ī		= 16	_ 5		
SUMMARY OF PAID PO	SITIONS	+1	+5	+3 =		•		

ALTERNATES (First Priority)

Andrea Wakefield APE Teacher E
Barbara Kelly APE Teacher E
72 2 0 0





SAN DIEGO WORKSHOP

Name	Position	Lai	nguas	เอริ	Pop .	Lēv	. t.	Cr.
		Ē	<u>s</u>	Ţ				
Joseph Barry	APE	Ē			MR		SEC	Ÿ
Mary Beving-Morning	APE	Ē		•	PH		SEC	Ň
Leslee E. Cooper	APE	Ē			PH,DD,MR	t	E,SEC	Y
Ian Cumming	APE	E			PH, MR		SEC	N
Carolyn Earl	APE	Ē			PH, DD, MR		SEC	Ÿ
Cindi Elrod	APE		S		PH, DD		E	Ÿ
Joseph Flake	APE	E			PH, DD, MR		E	N
Kari Hart	APE	Ē			PH,DD,MR		Ē	N
Patty Maciel-Barry	APE	Ē			$\overline{\mathtt{D}}\overline{\mathtt{D}}$;	E	N
ita Mercier	Phyical Educ.	Ë			DD, MR	;	E	Ñ.
Linda McMorran	ĀPE	Ë			DD, MR	:	E	N
Maxann Shwartz	APE	Ë			PH, DD, MR			Ñ
Arthur Stone	APE	Ē			PH, MR	į	JC	Y
Gary Todd	APE	Ë			PH, DD, MR	Ī	Ē	$\overline{\mathbf{N}}$
Melva Woodward	APE	Ē			PH, DD, MR	Ī	E,SEC	N
Jean Palmer	APE	Ē			PH, DD, MR	S	SEC	N
Milton Pettit	APE	$\overline{\mathbf{E}}$			PH,DD,MR	Ē	Ē	N
Kristi Castetter	APE	Ē			PH,DD	E	Ē	Y
*Ginger Tyson	APE	Ē			ЙR	Ē	<u> </u>	Ÿ
*Alicia Gimenez	Physical Educ.	Ē			DD, MR	E	,SEC	N
Charlene Schade	Physical Educ.		S		PH, DD, MR	P	,SEC	

 $^{18 \}quad \overline{2} \quad \overline{0} = 2\overline{0}$

SUMARY OF PAID POSITIONS

*Split \$120.00 count as one (1) position 73 104

-2 +4 +3 = 5



SAN JOSE WORKSHOP

Name	Position	La	ngu	ages	Pop.	Ĺev	
		Ê	<u>s</u>	7	?		
Alba, Georgina	Rec. Therapy		S		DD,MM,SI	Clin.	Ñ
Castillo, Cathy	Adult Sup.		S		DD,SP	Clin.	Ÿ
Cowart, Jim	APE	Ē			SP	Elem.	· , Ÿ
Erickson, Frances	PT	Ē		,	PH	Clin.	Ñ
Fairchild, Betty	ĀPĒ	Ē			PH, DD, MM	Elem/Sec	Ñ
Horner, Jane	APE	. Ē .			PH; DD, MM	Elem/Sec	Ñ
Lazaga-Kaanapu, Juana	ĀPĒ		S		MM,SP	Elem./Sec	
Lindquist, Edith	APE	Ē			DD, MM	Univ.	Ñ
McCormack, Guy	ŌŦ	Ē			DD	Sec.	Ÿ
Marks, Mary	APE	Ē			PH	Sec.	Ÿ
Pearson, Anne-Marie	ŌŦ	Ē			PH, DD, SP	Adult	Ñ
Pēdroza, Peter	APE		Š		PH, DD, MM	Elem/Sec	Ÿ
Swall, Beatrice	Teach.		S		DD,MM	Sec.	Y
Carr, Susan	APE		Š		PH,DD,MM	Elem/Sec	
Keele, Scott	SPEC ED	Ē			DD,MM,SP	Elem/Sec	Y
Stewart, Gail	APE	Ē			ĐĐ	Elem.	
Gabriel, Liz	APE	Ē			PH,DD,MM	Elem.	
Smith, Patricia	Psy	E			PH	Sec.	Ň
Whitla, Melissa	APE	E			ĐD, MM	Elem.	
Kalinowski, Lyn	APE	Ē			PH; DD, MM	Elem.	
DuRee, Robert	APE	E			DD,MM	Elem.	
Nhi Thi Nguyên	Teach			v	Ñ	Elem.	N
Wikstad, Rosita	Biling. Teach		S		N	Elem.	Y
Bennett, Lyn	APE	E			mm,sp	Elem/Sec	Ÿ
anet Fox	SPEC ED		Š		ÞĦ	Sec.	Y

⁷⁴ **16 8 1 = 25**





SUMMARY OF PAID POSITIONS

$\ddot{0}$ $-\dot{2}$ $\dot{2}$ = $\ddot{0}$

I TERNATES/NON-PAID

Name	Position	Languages	Pop.	Lev. t.	Ĉr.
		E S Y	•		,
Scope, Ayala	Physical Educ.	E (HEBREW)	PH, MM	Elem.	Ñ
Sheldon, Deborah	APE	Ē	PH, DD, MM	Elem/Sec	
Curran, Thomas	PT	, Ē.	PH,MM,SP	Clin.	Ñ
Guevin, Anthony	APE	Ē	PH, DD	Elem:	Ÿ
Dauber, Henry	APE	Ē	PH,DD,MM	Elem/Sec	N
Hanson, Marv	APĒ	Ē	ÞË	Sec.	Ñ
Vettel, D. Dorene	TEACH	Ē	SF	Sec/Adult	Ÿ
Sodoro, Candade	APE	E	PH, DD, MM	Elem/Sec	
Ernst, Barbara	APE	Ē	PH,DD,MM	Elem/Sec	Ÿ

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ORANGE COUNTY WORKSHOP

Name	Position	Lai	nguage	es Pop.	Lēv. t.	Čr.
		Ë	Š	y	•	
Allen, Sandra	Clrm Teacher	Ē		N	Ē	•
Orme, Denise	Clrm Teacher	Ë		PH,DD,MM	Elem.	N
Foster, Pat	Physical Education	E		DD , MM	Elem.	Ÿ
Morton, Kimble	APE	Ē		PH, DD, MM	Elem/Sec.	N
Martin, Joe	APE Teacher	Ē		PH, DD, MM	Sec.	Ñ
Pon, Joanne	Ed. Spec.	Ë		DD,MM,SP	Elem/Sec.	N
Porter, Jerry	APE Teacher	Ē		PH;MM	Elem.	Ÿ
Copeland, Margaret	Sp. Ed. Nurse	Ē		PH,DD,DD	Elem/Sec.	Ñ
Vigliotti, Rebecca	Speech Pathologist	Ē		PH,DD,MM	Elem/sec.	
koethlisberger, Patri	cia Teacher	Ē		DD	Elem/Sec.	Ñ
Rofahl, Carol	APE Teacher			PH,DD,SP	Elem/Sec.	
Rosentreter, Diane	Physical Education	Ē	S	Ñ	Elem.	Ñ
Mora, Tomasa	Bilingual	Ē	S	Ñ	Elem.	Ñ
Hense, Mary Jayne	APE Teacher	Ē		PH, DD, MM	Elem.	Ñ
Kaluzny, Thomas	Physical Therap.	Ë		PH, DD, MM	Elem.	Y
Reid, Virginia	APE	Ë		DD, MM	Elem.	Ñ
Cline, Jennifer	APE	Ë		PH,DD,MM	Elem.	
Benschneider, Layne	APE Teacher	Ē		PH,DD,MM	Elem.	Ÿ

 $^{18 \}quad 2 \quad 6 = 18$

SUMMARY OF PAID POSITIONS 0 +4 +3 =



ALTERNATES/NON-PAID

Name	Position	Language	s Pop.	Łev. t.	cī.
		Ē Š	Y		
England, Dorotthy	Clrm Teacher	Ē	PH,MM	Elem.	•.
Tattersall, Patricia	Clrm Teacher	E	PH,DD,SP	Elem/Sec.	Ÿ
McCluskey, Danielli	Teacher	E	PH,SP	Elem/Sec.	Ÿ
Donesley, Pamela	Teacher/Counselor	E	PH,MM	Sec.	Ÿ
Wilson, Cindy	APE Teacher	E	PH, DD, MM	Elem.	Ñ
Marrin, Ellen	Speech Therap.	E	DD,MM	Pre.	Ÿ
Williamson, Beverly	Cirm Teacher	E	N	College	Ÿ
			_		



PRESNO WORKSHOP TRAINER INFORMATIONAL LISTING

NAME	POSITION	LANGUAGE	POPULATION	LEV
		e s v		
Brillhart, Diane Clark, Stephanie Dowler, Jackie Dunham, Susan	Sp.Ed. Sp.Ed. APE Clrm Teacher	E E E	DD, MM PH,DD,MM,SP PH,LD, N	Elem Elem Pre-
Fricker, Nancy	Sp. Ed., Deaf Hard of Hear	E (Sign lang)	PH, DD	Sec_ Elem
Jeschien, Jody Lehman, Linda Lang, Marilyn Lynch, Erin	Teacher Sp. Ed APE APE	E E E E E	DD,MM DD PH,DD,MM,SP	Pre Elem Elem Elem
Neilson, Terri Pimental, Beth Pascoe, David Powell, Joyce	Teacher Teacher PE Dept Dir Clrm Teacher	E E	N DD N	Elem Elem Elem Elem
Salas, Aida Sanchez, Maricela Snyder, Alma Snyder, Carolyn Wulf, Kenneth	Bilingual Sp Bilingual Sp Sp. Ed. OT Resourse Spec.	S S E E	PH,DD DD,MM,SP PH,DD,MM,SP	Elem Elem Pre Elem Elem
	_	$\frac{-}{16} \frac{-}{2} \frac{-}{0} = 18$		

ALTERNATES

Ātkins, Virginiā	Professor	Ē	PH, DD, MM, SP	Univ
Ehn, Carolyn	Clrm_Teacher	S	N	E/S
Gardner-Evans Debra		E	_	E/S
Grady, Patty	APE	E	PH, DD	Elem
Mathew, Judith	Sp. Edcation	E		All Sp
			 -	Ed Sch
Trainor-Yates Kathl	een Nurse	E	PH, DD, MM	E/Sec
	•			

Legend

N = Normal LD= Learn Disabil DD= Dev. Delay SP= Sever Profound MM= Mild/Moderate Mentally PH= Physically Handicapped





SANTA BARBARA

Frame	Position	Lār	ngua	gēs	Pop.	Ēēv. t.
		Ē	<u>-</u>	¥		
*Cuca Silva	APE		S			Elem/Sec
Dennis Dessel	APE	Ē				Elem/Sec
Rathy Huntington	APE	$\overline{\mathbf{E}}$		•	•.	Elem/Sec
Bobbie Belcher	APE	: Ē				Elem/Sec
Helen Rehm	APE	Ē				Elem/Sec
Wally Curtis	APE	Ē	•			Elem/Sec
Donald Bornell	APE	Ē				Elem/Sec
John Kuiżengā	APE	Ē				Elēm/Sēc
		_	4	¥	-	

Paid Position



SANTA ANA UNIFIED/LONG BEACH WORKSHOP

Numa	Position	Lar	igu a	gos	Pog. De	v. E. Cr.
		=	(C)	Y	•.	
Rorah Bird	APE Weacher	Ξ		Λ	סב	2
litrilyn Boyes	API Teacher	Ξ	S		11; 9H; 33; 1H	SEC
Carol Hurrëy	APD Teacher	•	S		M, PH, DD, III	
Aaron Päralta	APE Teacher	Ξ	S		9!:	E,SEC
Sonia Riske	Bilingual	3	3		±Ŷ.	3
Hary Hoad	Teacher	Ξ	S		ä	Ė
lucia Norhandes	Teacher	Ē	Ŝ		-::	3
Dui Rim DieR	nide			٧	17	3
Hgo Trung	Aidā			Ÿ	ž:	Ξ
Pham Ai Phuong	ಗಿಕಿತಿಕೆ			Ÿ		\$2 6
Bran Thi The Dai:	a125			У		\$30
Francis Nguyên	Tëzdhë <i>r</i>			Ÿ		828
Clay Nybe Cicay	Alua			7	₩,DE,E	
la Tun John	nida			¥	2.7 2.1	
Blandony dan	Aide			Ÿ	2#	230



LISTING A4: TRAINEE BY OCCUPATIONAL POSITION AND SCHOOL SITE



LONG BEACH/LOS ANGELES TRAINEES LIST

Virginia Ramos APE Teacher Whittier

Teacher Los Angeles

Stephanie Dudley APE Teacher Irvine

Jose Velazquez APE Teacher Whittier

Vicky Flowers APE Teacher Pomona

Betty Toney

Pearl Skoll-Cohn VOC Assess Woodland Hills

Valerie Bradley APE Teacher Castaic

Dennis Wick Teacher Lancaster

Socorro Castillo P.E. Teacher Belflower

Nancy Howorth SDD Teacher Westminster '

Andrea Wakefield APE Teacher Norwalk

Mary Helms APE Teacher Woodland Hills

School Nurse-SH Cypress

Elgitha Baldonado Patricia Patterson VOC Assess

Christie Martinez APE

Ritā Simmons Teacher Downey

San Pedro Sandra Hayes Long Beach

Rex Wegter

APE Newhall Diann Sutherland APE Specialist Torrance

APE Specialist Seal Beach

Barbara Zutz VOC Assess Torrance

Randall Benson APE Teacher Los Angeles

Diane Mackey APE Teacher Pomona

Andrea Kaiser APE

Edward Martinez APE Teacher Long Beach

Jane Johnson SLD/A Mult. Hand. Peninsula

Arla Shorr APE (HS) San Pedro

Long Beach

George Sakelarios APE Teacher Lancaster

Darlene Jackson APE Teacher Clarenont

Jack Goldsmith APE

Gregzie White Teacher Long Beach

Dorothy Sholin

Los Angeles Maria Colon

Janice Sparks-Donkler Teacher-Remedial PE Torrance

Teacher Lahabra

Aide Torrance

Birdie Goldsmith

Sandra Friedman Teacher Pomona

LaDorna Tysor APE Teacher Huntington Beach

SH Teacher Los Angeles

George Whitmore Spch. & Lang. Spec. Huntington Beach



SAN DIEGO TRAINEES LIST

Barry Joseph APE Teacher San Diego Shwartz Maxann APE Intructor Encinitas

Beving-Morning Mary APE Teacher San Diego

Stone Arthur APE intructor Chula Vista

Cooper Leslee APE Teacher San Diego Todd Gary AFE Teacher San Diego

Cumming Ian APE Teacher Chula Vista Woodward Melva APE Specialist Cardiff

Earl Carolyn APE Teacher La Mesa Palmer Jean APE Vista

Elrod Cindi APE Teacher Encinitas Pettit Milton APE Specialist Bonita

Flake Joseph APE Teacher San Diego Castetter Kristi APE Teacher La Mesa

Hart Kari APE Teacher El Calon Tyson Ginger PE Teacher San Diego

Maciel-Barry Patty APE Teacher San Diego Schade Charlene Physical Educator San Diego

Mercier Rita Elem. PE Specialist La Mesa Gimenez Alicia PE San Diego

McMorran Linda APE San Diego



SAN JOSE TRAINEES LIST

Guy McCormack Occup. therapist San Jose

Mary Marks APE Castroville

Patricia Smith Sch. psychologist Milpitas

Jim Cowart APE Pleasanton

Lyn Bennett APE Eureka

Janet Fox Span., Bi. Sp. Sec. Palo Alto

Frances Erickson Phys. therapist Portola Valley

Betty Fairchild APE Palo Alto

Jane Horner APE San Jose

Edith Lindquist Professor San Jose St. Univ.

Gloria Hutchins Professor San Jose St. Univ.

Robert DuRee APE Martinez

Mark Hanson PE Petaluma

Henry Dauber APE Pleasant Hill

Dorene Vettel PΕ Saratoga

Anne-Marie Pearson Occup. therapist . San Jose

> Scott Kesle Special education Eureka

Nhi Thi Nguyen _ Vietnamese Bi. Spec. San Jose

Cathy Castillo Span., Bi. Spec., Sur. Campbell

Georgina Alba Span., Bi. Sp. Rec. ther. San Jose

Juana Lazaga-Kaanapu Span. Bi. Spec., APE Gilroy

Susan Carr Span. Bi. Spec., APE Mountain View

Ayala Scope Supervisor Sunnyvale

Barbara Ernst APE Livermore

Beatric Swall Span. Bi. spec., PE San Leandro

Peter Pedroza Span. Bi. spac., APE Gilroy

Rosita Wikstad Span Bi. spec., El. Freemont

Arthony Guevin Elementary, Phys. ed. Davis

Deporah Shelden APE Alameda

Tom Curran Phys. therapist San Jose

Melissa Whitla Corrective therapist San Jose

Lyn Kalinowski APE San Ramon

Candace Sodoro Dev. Tr. Santa Cruz Office of Educ. Aptos



ORANGE COUNTY TRAINEES LIST

Sandra Allen Elementary teacher Costa Mesa

Denise Orme Elementary teacher El Toro

Pat Foster Elementary teacher Huntington Beach

Kimble Morton PE Los Angeles

Joe Martin APE Solvang

Joanne Pon
Ed. spec. state diag. ass.
Torrance

Jerry Porter APE South San Gabriel

Margaret Copeland Special ed. school nurse Cypress

Rebecca Vigliotti Speech pathologist Fullerton

Patricia Roethlisberger Elementary teacher Fountain Valley

Carol Kofahl APE Huntington Beach

Diane Rosentieter Span. bi. spec. elem. Coronadel Mar Tomasa Mora Span. bi. spec. kinder. Anaheim

Mary Jayne Hense APE Costa Mesa

Thomas Raluzny
Physical therapist
Montrose

Patricia Tattersall El./sec. teacher Santa ana

Danielli McCluskey El./sec. teacher Irvine

Pamela Bonesley Teacher/counselor Manhattan Beach

tayne Benschneider APE Long Beach

Cindy Wilson APE Laguna Beach

Ellen Marrin Speech therapist El Toro

Dorothy England APE Covina



FRESNO WORKSHOP TRAINEE BY POSITION AND GEOGRAPHICAL SITE

Diane Brillhart Special Ed. Elementary Ft. W. Elem., Fresno Linda Lehman Special Education

Joyce Powell Special Education Elementary Teacher Fort Washington, Fresno Jefferson Elem., Clovis

Stephanie Clark Marilyn Lang Special Education APE - Elementary Inf. Care Prog., Merced Fresno Unified, Fresno

Aida Salas Biling. Spec. - Spanish Grafton Etementary Knights Landing

Jackie Dowler

Jackie Dowler Erin Lynch Maricela Sanchez
APE APE - Elem./Sec. Biling. Spec. - Spanish
Madison Elem., Fresno Clouis Unified, Clouis Columbia Elem., Fresno

Susan Dunham

Teacher/Director - Sec. Elementary Teacher

Dewolf High, Fresno

System Alma Snyder

Special Ed. - Pre. School

Burroughs Elem., Fresnos Holland Elem., Fresno

Namcy Fricker Beth Pimental Special Ed. - Slem. Teacher - Elementar

Special Ed. - Siem. Teacher - Elementary Occup. Therapist - Elem Norseman Elem., Fresno Temperance-Kintner, Fres. Learning Development Ctr Carolyn Snyder Fresno Community Hospital.

Jody Jeschien David Pasloe
Teacher - Pre-School Depart. Head-PE Elem. Clovis West, Clovis

Clark Inter., Clovis

Keneth Wulf Resource Teacher-Elem. Mickey Cox, Clovis

Dr. Virginia Atkins Professor, APE CSU, Fresno

Carolyn Ehn Elem/Sec Teacher Mickey Cox, Clovis

Debra Gardner-Evans Elementary Teacher Mickey Cox, Clovis

Patty Grady

APE-Elementary

Clovis Unified, Clovis

Judith Mathew

SP.Ed. Coordinator (DIS)

Nurse-Elem/Secondary

Figarden School, Fresno

Weaver Sch. Dist. Merced



SANTA ANA UNIFIED/LONG BEACH TPAINEES LIST

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Nary Load Vindada Bong Datch Untilled

Lucia Hafnahadz Dui Kir Liah Lidudhar Teadhar Kazaraccional Kiad Long Edden Unified Sanca Ana Lucia Hermanada

iko fruig Inggruggional Asgissans and Community Normar Santa Ana

Phan li Phaong Toucher Aide/ Community Morker Santa Ana Junea Ana

Tran bul Uhu Jai Instruccional Assistant

Prancis Nguyen Teacher Santa Ana

Note that \overline{T} is the second of \overline{T} and \overline{T} is the second of \overline{T} and \overline{T}

Es Van Doan Enstructional Assistant Enstructional Atas and Community worker Sanza Ana Sanza Ma

Flian Houng ..in.



LISTING A5: CONSOLIDATED TRAINEE LIST



HORKSHOP TRAINEE LISTING

LA COUNTY/UNIPIED/LONG BEACH

Jane Johnson Barbara Kelly Diane Mackey Virginia Ramos Dorothy Sholir Betty W. Toney Jose Velazquez Andrea Wakefield Rex Wester George Whitmore Dennis Wick Darleng Jackson Nancy Howorth Vicky Flowers Sandra Friedman Rita Simmons Elgitha Baldonado Valerie A. Bradley Patricia F. Patterson Ed Martinez Christie Martine: Mary Ellen Helms Sandra Hayes Birdie Coldsmith Jack Goldsmith George Sakelarios Gregzie White Janice Sparks-Konkler Socorro Castillo-Dionne Diann Sutherland Randy Benson Pearl Skoll-Cohn Andrea Kaiser Arla Shorr Laborna L. Tysor Barbara Zutz Maria C. Colon Stephanie Dudley

SAN DIEGO

Joseph Barry Mary Beving-Morning Leslee Cooper Ian Cumming Carolyn Earl Cindi Elrod Joseph Flake Kari Hart Patty Maciel-Barry Rita Mercier Linda McMorran Maxann Shwartz Arthur Stone Gary Tood Melva Woodward Jean Palmer

The property of the contract

SAN DIEGO (continued)

Milton Pettit Kristi Castetter Ginger Tyson Charlene Schade Alicia Gimenez

SAK JOSE

Lyn Bennatt dim Coward Georgina A. Alba Cathy M. Castillo Frances W. Erickson dane Horner Juana P. Lazaga-Kaanapu Edith L. Lindquist Guy L. McCormack Mary C. Marks Anne-Marie Pearson Peter L. Pedroza Beatrice R. Swall Susan E. Carr Melisa Whitla Nhi Thi Nguyen Scott J. Keele Lyn B. Kalinowski Robert G. DuRee Patricia A. Smith Rosita A. Wikstad Janet M. Fox Thomas L. Curran Keta A. Asmus Candace Carol Sodoro Alan H. Golden Mary K. Hanson Henry A. Dauber D. Dorene Vettel Anchony J. Guevin Barbara A. Ernst Ayala Scope Deborah L. Sheldon

ORANGE COUNTY

Rebecca A. Vigliotti
Margaret A. Copeland
Jerry G. Porter
Joanne K. Pon
Joe D. Martin
Kimble B. Morton
Pat J. Foster
Denise Orme
Layne Benschneider
Thomas R. Kaluzny
Patricia G. Roethlisberger
Diane Rosentreter
Sandra J. Allen

1.0

ORANGE COUNTY Cont.)

Thomasa Mora
Mary Jayne Hense
Dorothy B. England
Patricia V. Tattersall
Danielli M. McCluskey
Linda L. Perry
Yolanda I Sandoval
Pamela C. Donesley
Regina A. Clifton
Catherine O'Donnell
Helanie Y. Jernigan
Cinda Wilson
Ellen F. Marrin

PRESNO

Erin M. Lynch Diane b. Brillhart Linda b. Lehman Jody A. Jeschien Beth A. Pimentel David D. Pascoe Joyce A. Powell Nancy D. Fricker Alma F. Snyder Marilyn E. Lang Terri L. Neilson Jackie D. Dowler Stephanie J. Clark Susan L. Dunham Aida Salas: Mariceila Sanchez Carolyn L. Snyder Kenneth H.Wulf Patty L. Grady Debra A. Gardner-Evans Virginia F. Atkins Katheleen Trainor-Yates Carolyn J. Ehn Judith M. Matthew

SANTA ANA

Karen Bird
Lien L.B. Bui
Trung Ngo
Ai-Phyong Pham
Nhu-Mai Tran-Thi
Phuong (Francis) Nguyen
Tieng N. Tong
Doan V. Le
Hoang M. Phan
Marilynn Boyes
Carol A. Murray-Blanda
Aaron Peralta
Sonia M. Riske
Mary K. Moad
Lucia G. Hernandez

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SANTA BARBARA

Dennis Dessel
Kathy Huntington
Helen Rehm
Cuca Silva
John Kuizenga
Wally Curtis
Bobbie Belcher
Dr. Donald G. Borneil

APPENDIX B



HASTER LIST (PHASE I)

			JOURNAL OF STUDYTINE (MINUTES)/LEARNING MODES USED BY STUDENTS												
	I DEMOG	RAPHIC BACK	GROUND	 	ANIPERD		İ	BWAT			B/0		I ACCUM	jlative 1	ion.
NAME OF TRAINEES	 Occupation		Teaching Experience				 Printed Naterial			Printed Material			Printed Waterial 	Video- cass	Prac- ticum
1. Alba Georgina A. 2. Allen Sandra 3. Atkins Virginia	9,16 2 1	1 3 1 4 1 5	i 3 I 5 I 5	1 10 1 60	1 30 1 20	20 10 	30 60	1 <u>5</u> 20	50 120	i 30 I 60	30 20	60 300	i 70 180 	75 60 	130 430
4. Ayala Scope 5. Baldonado Elgitha B. 6. Barbara Ernst	6 4 1	<u>1</u> 4 3] [3 5 4	 35 15 60	 15 15 15	 <u>75</u> 45 35	 <u>15</u> <u>15</u> 2 0	30 35 1 2	75 60 15	 30 20, 60	20 15 30	155 85 60	80 50 140	 65 45 57	305 1 190 1 110
7. Barry Joseph 8. Bennet Lyn A. 9. Benschneider Layne 10. Benson Randall S.		3 1 3 1 4	1 3 1 3 1 5	1 15 1 40 1 40	30 30 15	15 70 80	15 50 50	30 40 20	1 - 75 1 110 1 60	l 20 l 70 ·	30 60 25	100 270 120	_50 160 160	_90 130 60	250 450 260
11. Beving Morning May 12. Bird Karen 13. Boyes Marilyn 14. Bradley Valerie A.	- 1_ 1,17 1,16	1 4 1 3 1 3	5 ₋ 5 i	10 15 20	15 15 10	30 50 30	20 15 60	30 	85 55 60	i 20 i i 15 i 10	30 : 15 15	75 50 30	50 :: 45 90	75 	190
14. Brithart Diane L. 16. Bui Lien Kim 17. Carr Susan E.	11 13,17 1	3 1 3 1 4	4 5 4	i 15 i 30 i 10	15 1 20 1 10	i 30 i 50 i 15	35 45 15	15 30 10	70 120 20	35 45 10	15 30 15	70 120 15	85 120 35	45 80 30	170 290 50
18. Carter Sandral 19. Casetter Kristie L. 20. Castillo Cathy M. 21. Castillo Socorro	2 1 15,16 6,16	4 3 2 3	1 5 1 2 1 3 1 5	 15 10	 15 15	 20 30	 20 60	15 20	- 45 120	1 15 15	15 20	1 40 1 45	50 85 		 <u>10</u> 5 195
22. Choy H. Linda 23. Clark Stephanie 24. Cline Jennifer	1 11 1	3 4 3	5 1 3 1 3	 10 	 15 16	 15 60	 40 10	15 15 130	100 60	 45 	.: 15 	i 95 90	 95 65	45 45 	 210 210
25. Colon Maria C. 26. Cooper Leslee E. 	2,16 1 	3 3 	1 3 1 3	j 15 j l	15 	60 	i 30 i	ן טנ	00	1 20 	JU 	70		<i> </i> 	

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MASTER LIST

					† 		JOURN	AL OF STUD	OYTIME (N	IINUTES)	/LEARNING	MODES U	SED BY ST	UDENTS			
Ī		DENOG	RAPHIC BACK	CROUND	 	AAHPERD	· ·	ļ	BNAT		ļ	B/O		I ACCUM	ACCUMULATIVE TOTAL		
i	NAME OF TRAINERS	ļ. <u>.</u>		l Teaching										Printed			
 -		loccupation	lbackground I	lExperience I	Material I	Cass 	ticuum 	Material I	Cass	ticum	Material 	Cass	ticum	Material 	Cass	ticum	
1	27. Copeland Margaret A.	4	4	5	20	15	60	30	15	60	60	30	180	110	60	300	
1	28. Coronado Helissa	l i	1 1	<u>.</u>	l !		<u> </u>										
	29. Cowart Jim	1 1	4	1 5	1 20	20	55	20	20	80	1 20 1	30	100	60	70	235	
1	30. Cox Emma	1 1] 3	1 5							! !			<u> </u>			
Ì	31. Cumning Ian	1 1	4	5	<u> </u>		<u> </u>				! !			!!!			
1	32. Curran Thomas L.	1 .7] 3	ļ	ļ												
	33, Dao Mai	11	1 4	4	l !		<u> </u>		=			:=		<u> </u>			
Ì	34. Dauber Henry A.	1	1 3	1 4	l 15	15	1 15	30	15	60	30 . [15	75	l 75	45	150	
ĺ	35. Davis A. Patricia	1 7] 3	1 4		_	_										
Ì	36. Donesley Pamela C.] 3	1 4	5	15	15	1 25	12	30	115	! 25 <u> </u>	30	130	52	75	270	
1	37. Dowler Jackie D.	1] 3] 3	<u> </u>	- <u>-</u>	ļ <u>.</u> ļ		277	2.22			==	l i		222	
1	38. Dudley Stephanie A.	<u> </u>]	1 5	30	15	1 75	60	30	120	<u>50</u> 50	15	85	140	60	280	
	39, Dunham Susan L.	1 2	3	1 5	10	30	20	60 1	30	150		30	100	120	90	270	
İ	40. Duree Robert G.	1 1	₹	1 5	30	20	65	25	30 l	105	30	35	65	85	85	235	
j	41, Earl Carolyn A.	1 1	3	5	60	12	l 25	60	15	40	60	15	60	180	42	125	
1	42; Ehn Carolyn J.	1 2,16] 3	4	30	15	65	40	30 I	70	40	30 l	130	110	75	265	
	43, Elrod Cindi	1,16	3	3	1 15	15	45	30	15	60	ļ 30 ļ	15	60	75	45	15	
İ	44, Eng Joann	l	3	1 1	1		1 1					į		!			
İ	45. England Dorothy B.	1 1	4	1 4	 			l 				[
ĺ	46. Erickson Frances W.	1 1	3		70	20	120	70	10	120	1 70 1	20 1	135	210	50 I	375	
	47. Fairchild Betty	1 1] 3	1 5	50	15	175	5	15	235	50	15	235	105	45	645	
-	48. Flake Joseph M.	l Ì	1 4 1	J 5	1 15	15	15	30	30	75	30	30	50	75	75	140	
	49. Plowers Vicky	1 1] 3	4	1 30	30	60	30	30	90	45	30	255	105	90 [405	
ĺ	50, Poster Patricia J.	1 8	3	4					[<u></u>						
İ	51. Pox Janet M.	2,16	4	4	15	20	60	15	20	90	15	20	.90	45	60 l	240	
1	52. Pricker Nancy	1 11	4	4	20	30	40	60 I	30	150	60	30 j	150	140	90 I	340	
1	53. Friedman Sandra K.	1 2	3	5				l	1			ا	•				
1									- 1			. 1			İ		



				 		JOURNA	VL OF STUI	YTIME (M	INVIES)	/LEARNING	MODES US	ed by st	UDENTS		
	DEMOG	RAPHIC BACI	GROUND	 	AAHPERD I			BVAT			B/0			ACCUMULATIVE TOTAL	
NAME OF TRAINERS	 Occupation		Teaching Experience							Printed Material			Printed Material		Prac- ticuum
54. Gabriel Liz	l 1	3													
1 55, Carcia A. Robert	1 6	5	4		_			1						-	[
1 56. Gardner Evans Debra	1 2	4	4	B0	12	150	120	15	150	l 120 l	15 1	150	1 320 I	42	1 450 1
57. Gimenez Alicia L.	1 6	į 3	j 5	İ		j [ĺ			ĺ		1 1		
58. Colden Alan	j i	3	5		· .			i i			İ		<u> </u>	[
1 59. Goldsmith Bindie S.	1 2	4	4 1	15	15	30 1	35	15	70	I 35 I	15	70	I 85 I	45	170
60. Goldsmith Jack	1 1	4	1 5	30	15	70	15	15 I	30	25 1	15	50	l 75 l	45	150 l
61. Grady Patty	1 1	l 3	4	30 (30	 50	20	15	30	l 20 l	25	70	l 70 i	70	150 l
62. Gray Robert T.	1	3	4					Ī	İ	-		1	İ	ĺ	
63. Quevin Anthony J.	1 1	3	4	15	60	15	30	60	30	30	30 I	30	75	150	75
64 Gunther Diane	1 2	3	l 1							ı 1					
65. Hanson Mary K.	1 1	3	1 5		-						1			_	
66. Hart Kari	1 1	1 3] 3	15	12	I 35 I	15	15 I	30 ⁻	20	15 I	60	I 50 I	42	125
67. Hayes Sandra A.	1 1	4	1 1	İ		j	j	İ			j		j j	į	j
68. Helms Mary E.	j . j	3	5	80	40	100	80	40	1(0	140	20	280	300	100	480
69: Hense Mary_Jayne	l t	4	5					1	_ [ا ا					1
70. Hernandez Lucia G.	1 2,16	4	5	30	30	25	10	15 l	13	l 30 l	30	15	1 70 1	75	S5 1
71. Holloway Deloris	1 1	3	4					- 1	1		ا				
72. Horner Jane A.	li	3	4	15 <u> </u> 30	15	15	15 30	15 45	60	15	15 20	60 130	45 110	45	135
1 73. Howorth Nandy E.	2	4	5	30	20	125	30	45	140	50	20 J	130	110	45 85	395
1 74, Huntington Kathy	1 1 1	l İ l		 						l I			l 1		1
75. Jackson Darlene	1 1	4	1 4 !	15	20	l 100 l	60 l	20 1	85	60	20 l	130	135	60	1 1
1 77. Jeschien Jody	1 2 1	4) 5 i	j5 j	15	30	15	15	60	15	15 , 1	55	45	45	145
78. Johnson Jane G.	1 2 1 12	4	5 5	15 <u> </u> 30	1 <u>5</u> 15	30 75	15 60	30 I	210	15 60	30	270	45 150	75	555
19. Kaiser Andrea F.	1 2,16	4	5 1	20	15	60	70 I	15	60 1	90 1	60 l	60	130	90	180 I
1 80. Kalinowski Lyn B.	1 1	4	5 1	15 I	15	15	15	15 I	.30 l	15	15	-60	45 1	45	105
1 81. Kaluzny Thomas R.	1 7 1	3	1 1	15	10	65	15	15 I	170	20	15	120	l 50 l	40	355 I
82. Keele Scott J.	i 14 i	3	5 أ	35	15	60	3 5	15 1	60	35	15	60	105	45	180 I
83. Kelly Barbara O.	1 1	4	5	15	30	15	30	30	60 I	30	30	60	75	90 1	135
1 84. Kenyon Geraldine M.	i - i	İ	ĺ	1			j	Ì	į	ĺ	į	•	İ	j	į
l	1 1			J			1	1	1		. 1		l i	1	- 1

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) DEADG	RAPHIC BACK	CIOUD	 	ANIPE'D		<u> </u> 	GIVT		<u> </u> -	B/0 		I ACCUIT	LATIVE '	OTAL
NAME OF TRAINEES	 Occupation	Edu ation background	Teaching Experience							Printed Material			Printed Waterial		Prac- ticuum
1 85. Kofahi Carol A.	1	1 4	4										İ		
l 86. Lam Kim Canh	1 2	1 4	1 3	l l		l !	[i I	!		ļ ļ	[
87. Lang Harilyn L.	1 1	1 3	l 5	 3 0	15	105	1 30 I	15	75	30	15	. 75	1 _ 9 0	.45	255
l 88. Lazaga Kaanapu Juana	1,16	4	1 4	40	30	l 30 l	50	40	90	50	40 l	120	140	110	240
89. Le Doan V.	13,17	j 2 i	Ī Ä	60	30	165	50	15	100	1 40	30 I	100	150	75 I	365
90; Lehman Linda L;	1 11	4	J 5	15	15	30	15	30 J	45	ļ 35 ļ	30 j	45	45	75	120
91. Lindquist Edith L.	1 6	l 6	1 5			l				l l	!		1 1	[
1 92. Lynch Erin	1	3	1 1	1 30	10	60	15	10	240	l 15 i	15	120	I _60	35	420
l 93. Mackey Diane N.	1	j 3	1 3	15	15	J 50	45 I	30 l	70	I 60 I	30 1	80	1 120	75	200
94. Mallon Mindy	i i	j 3 i	į 3	j		j				ا. ا			1		
95. Marciel Barry Patty	1] 3	4	60	15	35	30	14	15	60 35	15 l 15 l	60	150	42 45	110
96, Marks Mary C.	1 .1	4	4	I 30 I	15	15	40 l	15	125	J 35	15	100	105	45	240
97, Marrin Ellen F.	l 12	4	1 1	10 1	10	90	15 I	15	65	l 20 l	20 I	270	45	45	425
98. Martin Ann M.	I		 							1 1			1 - 1		
l 99. Martin Joe D.	i i	j 3 i	5	5 1	15	i 30 i	15 I	20 i	210	l 10 l	15 l	30	 3 0	50 l	320
100. Martinez Christie L.	i i] 3	4	25	20	75	60	20	210	l 60 l	20 I	105	145	60	390
101. Martinez Edward A.	1,16] 3	1 3	15	30	30	15 1	15	90	1 20	15	120	J 50 (60	240
l 102. Marxin Ann Marganet	1 -6	4	5	_						I I			F [
103. Mathew Judith	11	4	4	5	10	20 I	10 l	10	40	l 10 l	10 I	50	1 25	30 (110
1 104. Matson Lary S.	i i	j j	l i	j į		ĺ	1	1			1		1		J
l 105. Mccluskey Danielli	1 2	3	5	30	15	105	60	30	150	j 60 j	30	150	150	75	405
l 106. Mccormack Guy	1 8	4	1 4			!	. 1	1		1 1	Į		ļ ļ	ļ	į
1 107, Momorran Linda M.	1	4	4					1			1		1 1		J
1 108. Mercies Rita D.	1 6	j 3	4				1			1 1	1		1 . [[J
1 109. Moad Mary K.	2,16	4	i	20	30	30	20 l	30 I	20	20	30 l	40	1 60 1	90 l	90
110. Mora Tamasa	1 2,16	3	3	30	15	120	20 40	30 15	95	j 25 j	15	80	95	45	295
111. Morales Linda E.	1	4	3	Ì				İ		l İ	j		1 [ĺ	
112. Morton Kimble B.	l Î	4	1 4			. [1	[1 1		
1113, Murray Carol A.	1,16	4	5	80 1	60	50	75	30 l	85	1 30 I	60 l	100	1 245 1	150 I	235
,		I I	1	1			ĺ	- 1		1	- 1		1 1		



					JOURNAL OF STUDYTHE (MINUTES)/LEARNING HODES USED BY STUDENTS											
 -	المنافقة المنافقة بالكرواة والواردة المنافقة بيادة ويفود ا	101900	<u> </u>			l talani,			I B/0			I ACCUMPLATIVE TOTAL				
!		DIARGIANTI I C DACKGROUND			I AMPERD			i mari			1 3/0			I Work attantonin		
 	NAME OF TRAITIES	Occupation	Education background	l Teaching Experience	Printed Paterial	Video-	IPrac- Iticuum	Printed Material	Video-	Prac- ticoum	Printed Unaterial	Video-l cass	Prac- ticum	Printed Material		Prac-
<u> </u>	Ngo Trung	13,17	<u>-</u>	2	 		<u> </u>	<u> </u>	 	•	 	L 	<u> </u>	 	ا	<u> </u>
	Nguyen Francis	13,17	i i	. <u>.</u>	i . i		i	i i	i <u>.</u> i		j		<u></u>			
	Nguyen Mi T.	13,17	i 2	_	10	15	25	l 15 l	15	30	! 15	15	. 36	1 40 1	45	l 85 l
	Nguyen Phuong	2	į į	j	50	30	60	i 60 l	25	120	l 60	l 30 l	120	I 170 I	85 I	l 300 l
	Nielson Terri	2	i i	i 6	30	10	1 15	1 45 1	25	. 90	J 30	20	120	1 105	55	225 i
1	Orine Denise	2	1	3	l 15 i	15	45	1 60 1	30	100	90	5	120	1 165	50	265
1 77d:	Palmer II. Jean	ī	i š	j 5			İ				l			1 . 1	_	!
	Pascoe David D.	6	i 4	5	j 50 i	30	1 45	1 80	30	90	110	30	120	230	91	255
	Patterson Patricia F.	14	i i	4	1 20	15	30	1 20 1	15	90	1 25	15	120	65	4 5 J	24C !
'	Payan George	i	į į	5	j l		1	1 1			 			1		1
124.		5,16	3	4	1 15	15	1 30	1 15 1	15	60	j <u>1</u> 5 :	l 15 l	45	1 45 1	45 l	135 1
	Pedroza Peter L.	1,16	1 3	4	10	15	l <u>1</u> 5	1 10	15	<u>1</u> 5	10	15	15	1 30 I	45	45
	Peralta Aaron		i İ	j	I 30 I	15	l · 85	I 50 I	15 (65	1 50	l <u>t</u> 5 l	65	130	45	215
	Peters Regina	2	i 4	5	į		İ	j i			 			1 1	1	
	Pettit Hilt H.	1	İ	ì	ĺ		ĺ	İ İ			[į į	ļ	. !
129.		13,17	I 2	4	ĺ		i				ļ	'				ı İ
	Pian Iloang N.	13,17	i	5	i 30 i	30	l 150	i 30 i	30	150	30	30	150	I 45 I	90 I	l 4 50 l
	Pharis Jill	1	, 3	3			Ì	i _ i				i <u>.</u> [<u> </u>
	Pimentel Beth A.	2	1 4 1	4	75	15	1 265	I 75 I	15	265	l 90 i	15 I	315	1 240 1	45	845
	Pon Joanne K.	11	i i i	3	i 10 i	10	1 80	1 10 I	15	120	l 10 i	20 I	140	1 30 1	45 I	l 340 l
	Porter Jerry G.	1	1 3 1	5	l 20 l	20	I 80	l 20 l	30	100	25	30	85	65	80 1	l 265 l
	Powell Joyce A.	2,16	1 3	3	l 10 l	15	1 55	10	15	85	1 10	15	85	1 30 1	45	1-1
- 1	TORCAL DOJOC III		•	•	. =											
. , 117:	Reid Virgina	i	3	3	i i		j	į į	į		į į	·		1 1	· [. [
	Rieseman Charlot	2	4	4	, i		l	l j	[l İ			1 1		İ
	Riske Sonia M.	2,16	i i	i	I 30 I	30	1 60	i 50 l	30 I	60	I 60 I	45 I	60	1 75 1	105 l	180
	Roethlisbeiger Pat	. 2.	3	5	25	20	5	30	20	60	75	30	120	133	70 I	185 I
	Rosentreter Judith D.	6,16	. 3	4	1 15	Š	1 25	i 20 i	45	80	20	45	70.	j 55 j	105 I	175
	Ruel April) j		2	. <u></u> ,	-		İ		-			,	I I		1
	Sakelarios George	† ! † !	4	5	i 30 i	20	1 55	i 20 i	20	65	i 10 l	20 l	, 45	60	60 1	165
	Salas Aida	2,16	3	3	. 30 I	20	I 40	l 20 l	20 I	60	30	20	100	1 80 1	60 l	200 i



					 i		JOURN	al of stut	OYTIME (N	MINUTES),	LEARNING	MODES US	SED BY ST	UDENTS		
[DEMOG	raphic back	GROUND	 - 	AAIIPERO)		BWAT		<u></u> 	B/O		I ACCUNU	LATIVE	TOTAL
<u> </u>	name of trainees	l Occupation	l Educatic.i background 	Teaching Experience 	Printed Material	Video- cass	Prac- ticuum	Printed Naterial	Video- cass		Printed Material			Printed Material		Prac- ticuum
1.45	. Sanchez Maricela	2,16] 3	3			Ī									
1 146	Sandoval Yolanda H.	1 . 2.] 4 [5] []		[l t		
1 147	. Schade Charlene	6,16	l 3 (5	l 15 (12	I 45	l 30 l	15	45	l 30 l	15	45	I 75 I	42	135 1
	. Sheldon Deborah	1	1 3 1	3	l 60 l	30	1 75	l 99 i	15	105	i co i	15	135	210	60	l 315 i
	. Sholin Dorothy		4	5	15	15	1 40 1 85	40	15	65	15	15	40	70	60 45	145
150	. Shorr Arla y	2	4	5	30	20	85	25	20	45	30	20 1	85	i 85 I	60	215
	Shwartz Maxann	1 1	1 3 1	4	l 30 l	30	1 95	l 30 I	30 l	80	30 I	30	80	I 90 I	90	l 255 l
	Simmons Rita 📗 📗	_2	4	5	l 20 l	20	l 60	l 30	40 1	50	l 30 l	20	25	80	80	l 135 l
153.	Skoll Corn Pearl	14	4	5	l 160 i	40	1 65	160 i	40	120	160	40	90	480	120	l 275 l
154,	. Smith Patricia Ann	8	6	5	1 30 I	40	120	l 30 i	30	210	40 ⋅	30	240	1 100 I	100	570 I
155.	Snyder Alma P. I	2	4	5	l 20 j	15	50	30	15	50	20	ايا	50	I 60 I	45	150 I
156	Snyder Carolyn L.	5	4	3	1 30 l	15	l 60 l	l 30 l	30 (60	30 I	30	60	l 90 l	75	l 180 l
157.	Sodoro Candace C. I	l İ l	4	5	ا ۔۔ ا			ا ا			l . [1
1 158,	. Sparks Konkler Janice I	1 1 1	4	2	20	20	1 75	l 40 l	30 (95	45 I	30	95	i 105 i	80	l 265 l
159.	. Stewart Gail	1 1	1 3 1		l j			ĺ	į	İ	ĺ	j		į į	į	i i
160.	. Stone Arthur P.	1 1	4	5			<u> </u>		į		ĺ	į		į į	ĺ	ı İ
161.	, Sullivan Sliaron Ann	1 1	3	5			1 1					. 1			[
1 162.	Sutherland Diann	_ 1_	_					l			_	.		1 1	[·
1 163.	. Swall Beatrice	6,16	3 1	5	30	30	! 80	30 I	30	80	50 i	46	150	110	100	310
	Tattersall Patricia	2 1	2	5	30 I	30	100	30 I	30	180	30 I	30 I	180	i 90 i	90 1	460 1
1 165.	Todd Gary A.	1 1	4 1	5	15	15,	l 25	30	15	45	30 I	15 1	35	1 .75 i	45	105 1
1 166.	Tong Tieng N.	13,17	3 ;	3	30 I	30	1 30 1	15 1	25	20	30 I	30 I	45	l 140 l	85	95
1 167.	Tony Betty W	2 1	4 1	5	10	15	1 30 1	15 I	15 !	60	20	1511	35	45 I	45	125
1 158.	Trainer Yates Kathleen	4	3 1	3					1	ĺ	·	- 1		l i	İ	İ
1 169,	Fran Thu Nhu Mai	13,17	3	3	15 i	30	40),5 i	15	40	15	15	41	45	60	120
170.	Tyson Ginger I	l į į	4 1	4	15 20 15	15	i 85 i	1,5 20	15	85	3 0	15 ¦ 15 ¦	135	70 I	45	305 I
1 171,	Tysor Ladorna L.	8 1	3	ą (15 !	30	1 45 1	30 i	36 I	105	15 I	30	45	l 60 l	90 I	195
1 172;	Velazgurz Jose M.	i I	4	4	15	15	10	30 I	15 i	10	30 l	ا ڈ:	30	75	45	50
	Vettel D. Dorene	6 1	4	5				1	1	١	1	1	•	i 105 i	55	ĺ
	Vigliotti Rebecca A.	12 1	4 1	10 i	1			j	į	İ	İ	İ			1	i i
1 175.	Wakefield Andreal	6 I	3 I	3 1	15	20	30 !	45 I	20 1	105	15 1	20	45	1 75 I	60	180 I

MASTER LIST

							JOURN	al of stu	DALINE. (N	(INUTES)	/LEARNING	NODES US	SED BY ST	UDENIS		
Ī		I DEVOG	RAPHIC BACK	GROUND		AMIPERD)	İ	BNAT		 	B/0		I ACCUM	JLATIVE '	TOTAL
 	NAME OF TRAINEES	 Occupation		Teaching Experience				 Printed Material			 Printed Material			Printed Material	Video-	Prac- ticuum
	. Wegter_Rex A . White Gregzie L.	1] 3	1 4	15 45	l 20 I 30	60 90	1 30 1 30	20 30	126 ·	30 20	20	240	l 75 I 95	60	426 185
178	. Whitla Melissa C. . Whitmore George E.	1 1 12	3 3 ā	* 	30 60	i 30 I 15 I 30	1 35 1 80	1 30 1 40 1 70	30 15 30	115 165	1 20 1 1 35 1 1 70 1	10 25 30	180 165	95 45 200	70 45 90	105 330 410
1 180	. Wick Dennis G. . Wikstad A. Rosita	1 12 1 2 1 2,16	! 		20 15	20 1 20	1 20	70 20 15	20 20 15	30 60	1 10 1 1 15 1	20 15	20 60	50 50	60	70 70 150
1 182	. Williamson Beverly B. . Wilson Lucinda A.		, . 4	, , _ 5	 	 	 	, <u>1</u> , 	1,	00	13 	•• 	VV	' 	, 	V.I
1 184	. Woodward Nelva . Wulf Ken H.	i i i 10	i 4 i 4	j 3 j 5	i 15 i 110	12 1 15	1 15 1 45	1 10 1 80	15 30	20 150	15 80	15 30	35 150	1 40 1 270	42 i 75 i	70 i 345 i
186 	. Zutz Barbara D.	14	1 4	1 5 I	1 20	30	1 30 1	1 20 I	15 I	90	20 1	15 I	120	60 	60 	240 I



WORKSHOP | 1: LOS ANGELES

				<u> </u>		JOURN	al of stu	YTINE ((Inutes)	/LEARNING	NODES U	sed by st	UDENTS		
	l dexidgi	RAPHIC BACK	GROUND	ļ 	AAHPERO)		BHAT		 	B/0		I ACCUM	LATIVE	TOTAL
NAME OF TRAINEES	1		Teaching			IPrac-	Printed	Video-	Prac-	Printed	Video-	Prac-	Printed	Video-	Prac- I
<u> </u>	10ccupation	lbackground 	Experience	Material	cass	lticum	Material	cass	ticuum	[Material	cass	ticuum	Material	cass	ticum
1. Baldonado Elgitha B.	1 4	4	l 3	35	15	75	l 15	30	75	l 30	20	155	I _80	65	I 305 I
1 2. Benson Randall S.	1 1	4	5	40	1 15	1 80	I 50 I	20	60	l 70	25	l 120	1 160	60	260 I
3. Bradley Valerie A.	1 1	3	1	20	10	1 30	1 60 1	30	60	l 10	l 15	l 30	l 90 i	55	120 i
4. Carter Sandral	1 2	1 4	l 5		l	į	j j			j		İ	i i		i i
5. Castillo Socorro	6,16	3	5			Ì	<u> </u>					Ì	Ì Ì		Î
6. Colon Maria C.	2,16	3	l 5	15	15	I 60	i 30 i	30	.60	l 20	30	l 90	1 .65 (75	210 I
1 7. Dudley Stephanie A.	1 . [3	l 5	30	15	1 75	I 60 I	30	120	l 50	15	I 85	1 140	60	280 I
8. Eng Joann	1 1	3	1 1									ľ	İ		İ
9. Plowers Vicky	1 1	3	4	30	30	60	l 30 l	30	90	45	30	l 255	1 105	90	405
l 10. Friedman Sandra K.	1 2	3	5						l,			l	1 1		
11. Goldsmith Bindie S.	1 2 1	4	4	15	15	1 30	l 35 l	15	70	I 35 I	15	l 70	I 85 I	45	170
12. Goldsmith Jack	1 1 1	4	5 1	30 1	15	1 70	l 15 l	15	30	1 25 1	15	50	I 75	45	150
13. Ounther Diane	1 2	3	1			l]	İ	
14. Hayes Sandra A.	ļ <u>1</u>	4	1 1	<u> </u>	<u></u>	ļ	l l	[ļ	<u> </u>		
15. Helms Nary E.	! !	3	5	l 80 l	40	100	I 80 I	40	100	140	20 ;	l 280	1 300 1	100	480
16. Howorth Nandy E.	1 2 1	4	5	l 30 l	20	125	I 30 I	45	140	l 50 l	20	130	l 110 l	85	395 I
17. Jackson Darlene	1 1 1	4	4	15	20	1 100	l 60 l	20	85	1 60 I	20 ·	130	l 135 l	60	315
18. Johnson Jane G.	12	4	5	30 I	15	1 75	60 70	3 0	210	60	30	270	1 150	75	555 I
19. Kaiser Andrea F.	2,16	4	5	20	15	l 60	70	15	60	90	60	60	l 130 l	90	180
20. Kelly Barbara O.	1	4	5	15	30	15	30	30 I	60	30 l	30	60	1 75 1	9.1	135
21. Kenyon Geraldine N.	! . !		(<u> </u>							1 1		1
1 22. Mackey Diane M.	1	3	3	15	15	50	45	30 I	70	60	30	80	120	75	200
23. Mallon Mindy]	3 [3	<u> </u>						<u> </u>		.			
24. Martinez Christie L.	1	3	4	25	20	75	60 I	20	210	60	20	105	145	60	390 I
25. Martinez Edward A.	1,16	3 [3	15	30	30	15	15 [90 (20	15	120	50	60	240 l
1	I I	l		I				ا							



WORKSHOP 11: LOS ANGELES

					•			JOUR	val of stui	DYTIME (MINUTES)	/LEARNILC	MODES U	ISED BY S'	IUDENIS		
<u> </u>		Ī	DEFOG	RAPHIC BYCK	GROUND		AAHPERD)		BNAT		<u> </u>	B/0		ACCUIT	ulative 1	TOTAL
 	NAME OF TRAINEES	1-1-K	Occupation		il_Teaching Experience							Printed Material				Video- cass	Prac- ticuum
	4. AWARENTOTIES	F.	14	4	4	20	15	30	20	15	90	25	15	120	65	45	240
	7. Peters Regina		2	1 4 '	5 '	1 !	1	!	1 /		!	1 1	! !	1	1	1 1	(
	8. Pharis Jill	-	1 /	1 3 1	1 3		1		1 1	<u> </u>	·		! = !			! !	1]
1 29		-	1 !	1 4 1	1 4 '	20 1	45	60	40	1 45 [100	60	I 45 I	380	1 120 1	135	540
30		١	1 1	1 4 1	1 2 '	ļ <u>.</u> 1	1	==		<u> </u>			!!	ļ	ļ <u>.</u> !	<u> </u>	
1 31	1. Sakelarios George	-	1 /	1 4 1	1 5 '] 30	20	55	20	20	65	10 1	20	45	60	60	165
	2. Sholin Dorothy	-	_	1 4 1	1 5 '	1 15 1	1 15	40	40	1 15 1	65	15	15	40	70 1	1 45 1	145
	3. Shorr Arla y	1	2 1	1 4 1	1 5 1	1 30	20	1 85	25	20	45	1 30 1	20	85	85	60	215
	4. Simmons Rita	-	2 1	1 4 1	1 5 1	20 1	20	1 60	1 30 1	40 [50	1 30 1	1 20 1	25	80	1 80 1	1 135 1
. =-	5. Skoll Corn Pearl	.	14	! 4 !	1 5 1	160	40	65	160	40	120	160	40	90	480	120	275
	6. Sparks Konkler Janice	: [1 1	1 4 1	1 2 1	20 1	2.0	75	40	<u> </u> 30	95,	45	30	95	105	80	265
• •	7. Sutherland Diann		i I	1 : 1	1 . !	1 1	l			1 = 1	!	l I	1		1	1 !	
	8. Tony Betty W.		2 1	1 4 1	1 5 1	10	1 15	30	1 15 1	15	60	1 20 1	15	35	1 45 1	45 1	1 125 1
	9. Tysor Ladorna L.	ļ	8 1	1 3 1	1 4 1	1 15 1	30	45	1 30 1	30	1 105	1 15 1	I 30 I	1 45	60	90 (1 195
	O. Velazquez Jose H.	İ	1 1	1 1	1 4 1	1 15 1	1 15	10	<u>30</u> 45	15	10	30 I	1 15 1	30	1 75	45	50 1
4]	l. Wakefield Andreal	ļ	6 1	1 3 1	1 3 1	1 15 1	20	1 30		20	1 105 1	1 15 1	20	45	1 75 1	<u> 60 </u>	1 180
	2. Wegter_Rex A.	1	1	1 3 1	1 4 !	1 15 1	1 20	60	I 30 I	20	1 120 1	1 30	20 1	240	1 75 1	I 60 I	1 420 1
	3. White Gregzie L.	ì	-1	1 3 1	1 4 1	1 45 1	30	1 90	1 30 1	30	I _55	1 20	10	40	I _95 I	1 70 1	1 185
44	4. Whitmore George E.	-	12	1 4 1	1 5 1	1 60 1	30	1 80	70	I 30 I	1 165	1 70 1	30	165	1 200 1	90 1	410
	5. Wick Dennis G.	ļ	2	1 4 1	1 5 '	1 20 1	20	l 20	20	20	30	10 1	20	20	J 50 J	l 60 l	70
45	6. Zutz Barbara D.	1	14	1 4 1	1 5 '	20	30	30	1 20 1	15	J 90 J	20	15	120	60	60 1	240
1		1	J	1 1	1	1 1	l	1	1 1	1 1			, 1	ı	1 1	1	1 1





				 		JOURN	al of stu	DYTIME (N	IINUTES)	/LEARNING	MODES US	SED BY ST	UDENIS		
	DENOG	RAPHIC DACK	GROUND	! !	AAHPERD		<u>. </u>	BNAT			B/O		ACCUM	JLATIVE '	TOTAL
NAME OF TRAINEES	Occupation		Teaching Experience				Printed Naterial			 Printed Material			Printed Material		Prac- ticuun
1. Barry Joseph 2. Beving Morning May 3. Casetter Kristie L. 4. Choy H. Linda 5. Cooper Leslee E. 6. Cumming Ian 7. Davis A. Patricia 8. Earl Carolyn A. 9. Etrod Cindi 10. Flake Joseph M. 11. Gimenez Alicia L. 12. Hart Kari 13. Holloway Deloris 14. Marciel Barry Patty 15. McMorran Linda M. 16. Mercies Rita D. 17. Palmer M. Jean 18. Pettit Milt H. 19. Schade Charlene 20. Shwartz Maxann 21. Stone Arthur R. 22. Todd Gary A.				60 15 15 15 15 15 15 15 1	15 15 15 15 15 15 15 12 230	35 35 35 30 31 32 33 35 35 35 35 35 35	20 20 20 20 30 30 30 30 30	12 130 15 15 15 15 15 15 15 1	15 85 45 45 30 15 15	60 20 15 30 30 30 30 30 30 30 3	30 30 15 15 15 15 15 15 15 1	60 75 40 60 60 60 60 60	140 150	57 57 75 45 45 45 42 42 42 42 4	110 190 105 105 105 125 140 125 110 135 255 105
23. Tyson Ginger 24. Noodward Melva		4	3	20 1 15	15 12	25 85 15	20	15 15 15	85 20	30 30 15	15 i	135 35	70 70 40	45 42	305 70



WORKSHOP # 3: SAN JOSE

			•	 		JOURN	L OF STU	YTIFE (V	LINUTES)	/LEARNILG	MODES US	ED BY ST	LDENTS		
	l DEPLOGI	RAPHIC BACK	ROUND	 	AAHPERD		<u> </u>	BHAT			B/0		ACQUIL	LATIVE 1	M'AL
NAME OF TRAINEES	 Occupation	Education background	Teaching Experience	Printed Material 	Video- cass	Prac- ticuum	Printed Material	Video- cass		Printed Material	cass	ticum	Printed Material	¢ass	ticum
1. Alba Georgina A. 2. Ayala Scope 3. Ba.bara Ernst 4. Bennet Lyn /. 5. Carr Susan E. 6. Castillo Cathy M. 7. Cowart Jim 8. Curran Thomas L. 9. Dao Mai 10. Dauber Henry A. 11. Durec Robert G. 12. Erickson Frances W. 13. Fairchild Betty 14. Pox Janet M. 15. Gabriel Liz 16. Garcia A. Robert 17. Colden Alan 18. Cuevin Anthony J. 19. Hanson Mary K. 20. Horner Jane A.	9,16 6 1 1 15,16 1 7 1 7 1 1 2,16 1	3 1 3 3 4 2 4 3 3 4 3 5 3 3 3 3 3 3 3 3 3 3 3 3 3 3	3 - 5 3 4 3 5 1 4 4 5 - 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4	10 15 15 10 10 20 30 70 50 15 15	30 15 30 10 15 20 20 20 15 20	20 45 15 15 30 55 65 120 175 60	30 15 15 15 20 25 70 15 15 15 15 15 15 15 1	15 15 10 10 15 15 15 15	50 75 20 120 80 105 120 235 90	30 20 20 10 15 30 15 15 15 15 15 15 15 1	30 15 30 15 20 15 20 15 20 15 30	60 -85 100 15 45 100 -75 65 135 235 90	70 50 50 35 85 60 75 210 45 45	75 45 90 30 55 70 1 45 85 50 45 60 150 45 45 45 45 45 45 45	130 190 250 50 195 235 150 235 375 375 240 135
20. Normer date A. 21. Kalinowski Lyn B. 22. Keele Scott J. 23. Lazaga Kaanapu Juana 24. Lindquist Edith L. 25. Marks Mary C.	1 14 1,16 1 6 1 1	4 3 4 6	5 5 4 5 1	1 15 1 35 1 40 1 30	15 15 30 15	15 60 30 15	15 35 50 40	15 15 40 15	30 60 90	15 35 50 35	15 15 40 15 15	60 60 120 100	45 105 140 105	45 45 110 145	105 180 240 240 240



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WORKSBOP # 3: SAN JOSE

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												MARIA III				
					1 		JOUNV	ad or stol	altur (1	ITNOTES)	LEARNING	MDDES U	או מון או	UDENIS		
Ī		l DEMOG	RAPHIC BACK	DOUND	1	AAHPERD			BNAT	·········		3/0		I ACCUM	LATIVE '	IOTAL
İ		<u> </u>		· .	<u> </u>											
ļ	name of trainees	J		l Teaching							Printed	Video-	Prac-	Printed	Video-	Prac-
		Occupation	ibackground	Experience	Material	cass	ticum	Material	cass	ticum	Material	cass	ticuum	laterial	cass	ticum
1	26, Martin Ann M.	<u> </u> 	<u>. </u>		<u> </u>	<u></u>	<u></u> 	<u> </u>	<u> </u>		<u> </u>			<u></u>		
-	27. Marxin Ann Marganet	i 6	i i	5							!			! 		
-	28. Hatson Lary 5.	1	1	i	: 			! 			! 	! 		!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!		! !
i	29. McCormack Guy		4	4									, 	į	' '	i
i	30, Nguyen Nhi T,	2,17	i 2	•	10	15	25	15	15	30	15	15	30	I 40	45	85 I
i	31. Pearson Anne Marie	5,16	i 3	4	15	15	30	15	15	60	15	15	45	45	45	135
-	32, Pedroza Peter L.	1,16	3	Ä	10	15	15	10 1	15	iš	10	15	15	30	45	45
-	33. Sheldon Deborah	1 1	3	3	60	30	75	//0	15	105	60 I	15	135	1 210	_60	315
	34. Smith Patricia Ann	1 8 1	6	5	i 30 i	40	120	30	30 1	210	40 i	30 1	246	100	100	570 I
	35, Sodoro Candace C.	1 1	4	5					j		İ			i i		
	%, Stewart Gail	1 1	3 1	' '	ı İ		İ	j	1			·		İ		
İ	37. Sullivan Sliaron Ann	1	3 1	5	i i	İ		ĺ	İ		İ	İ		i i		ı
	38. Swall Beatrice	6,16	3	5	. 30 I	30	80	30	30	80	50	40	150	l 110 i	100	310 I
1	39. Vettet D. Dorene	6	4	5										l 105 i	55	
1	40. Whitla Melissa C.	.].	3 1	.	30	15	35	40	15 I	115	35	2 5	180	45	45	330 I
1	41. Wikstad A. Rosita	2,16	l 3 l	4	15	15	30	15	15	60	15	15	60			150
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WORKSHOP | 4: ORANGE COUNTY

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					!		Journ	AL OF STUD	OYTIME (I	inutes);	HEARNING	MODES U	SED BY ST	UDENTS		l l
7		l DEMOC	RAPHIC DACK	CDOULD	<u> </u>	NAHPERO		<u>. </u>	DINT			B/O		I ACCULA	LATIVE !	IOTOAT: I
ļ		i nam	MALITO DAZE	GIOOID	! 	MULEN			TXXII		! 	D/ V		i nount	MU.YAD	iotum i
i	NAME OF TRAINEES	<u> </u>	Education	Teaching	Printed	Video-	Prac-	Printed	Video-	Prac-	Printed	Video-	Prac-	Printed	Video-	Prac-
i		lOccupation		Experience						lticuum	Material	cass	ticuum	Material	cass	ticum
Ţ		<u> </u>					<u> </u>			310						
ļ	1. Allen Sandra	2	4	1 5	60	20	1 10	60 l	20	120	60	20	300	180	60	430
	Benschneider Layne	1 1]]	1 3	40	30	70	50	40	110	70	60	270	160	130	450
١	3. Cline Jennifer	1 1	3	1 3									1 100	l l	!	
إ	4. Copeland Nargaret A.	4	4	5	1 20	15	60	i 30 i	15	60	60	30	180	110	60	300 I
ļ	5. Cox Emma]]]	1 5	 	ا ا	 			156	 Ar	าล	158	l . I	 - 56	 ^478
ļ	6. Donesley P ela C.] }	4	ļ	15	15	25	12	30	115	25	30	130	j 52 j	75	270
- 1	7. England Doi othy	1 1	1 4	1 4	<u> </u>		!!!	!								
ļ	8. Postes Patricia J.	1 8] 3	1 4	!!!			[] 		,	! ! ! !		1
-	9. Hense Mary Jayne	1 1	4	1 5		4%	 26	 50	 1¢	178	 ^^	 16	120	 50	l	 355
ļ	10. Kaluzny Thomas R.	! !	3	! !	15	10	1 65 1	15	15	170	20	15	1 120	1 30 1	40 (1 200 1
-	11. Kofahl Carol A.]]	! 4	4	! !	ı	!!!			,		•	İ	! ! :		
-	12. Cam Kim Oanh	_2	4] }			<u> </u>						170	! <u>.</u> !		1 400 1
Ţ	13. Marrin Ellen F.	1 12	4	l I	10	10	90	15	15	65	20	20	270	1 45 1	45	425
-	14. Martin Joe D.	1 1] 3	1 5	5	15	1 30	15	20	210	10	15	80	1 .30	50	320
	15. Mccluskey Danielli	1 2] 3	1 5	30	15	1 .05	60	30	150	60	30 (150	150	75	405
!	16. Mora Tamasa	1 2,1c] }]]	30	15	120	40	15	95	25	15	60	ļ 95 ļ	45	295
	17. Morales Linda E.	l i	4] }			!!!	. !						!!		!
	18. Morton Kimble B.	l I	4	4	l l		1			***			100			968 1
ļ	19. Orine Denise	1 2] 3]]	15	15	1 45 1	60	30 (100	90	_5 [120	1 165	50	265
-	20. Pon Joanne K.	11	4] 3	10	10	80	10	15	120	10	20	140	30	45	340
	21. Porter Jerry G.]]] 3] 5	20	20	80	20	30	100	25	30	.85	65	80	265
	22. Reid Virgina	1 1	3] 3			.	!				30	100			100
-	23. Roethlisbeiger Pat	1 - 2.] 3	1 5	25	20	_5	30	20 [60	75	30	120	133	.70	185
إ	24. Rosentreter Judith D.	6,16]	4	15	15	J 25	20	45	80	20	45 1	70	I 55 I	105	175
ļ	25. Sandoval Yolanda M.	1 2	1 4] 5	ا مما	4.		ا مفا	 aa i	100	 40	10 A	1.56	 60 i	- (i ida i
ļ	26. Tattersall Patricia	1 .2	! 2	[5	30	30	100	30	30	180	30	30 I	180	ļ 90 ļ	90	460
ļ	27. Vigliotti Rebecca A.	1 12	4	1 10	. !		!!!	!	ļ					 -	l	ı
l	28. Williamson Beverly B.	1 2		[Į į			ļ	, ,	ļ		, ,		



WORKSHOP | 5: PRESNO

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!	DENO	RAPHIC BACK	GROUND	İ	AAHPERD			BNAT		į	B/0	•	ACCUN	JLATIVE	TOTAL
NAME OF TRAINEES	; <u> </u>	Education	I Teaching	Printed	Video-	Prac-	 Printed	Video-	Prac-	Printed	Video-	Prac-	Printed	Video-	Prac-
	Occupation		Experience				Material			Material			Material	Cass	ticuum
1 1. Atkins Virginia	1	<u> </u>	<u> </u>	<u> </u>		 _	<u> </u> 		<u> </u>	<u> </u>		<u> </u>	<u> </u>	 	<u> </u>
2. Brilhart Diane L.	1 11	1 3	4	15	15	30	l 35 l	15	70	J 35	15	70	85	45	170
1 3, Clark Stephanie	11	1 4	3	l 10 l	15	1 15	I 40 I	15	100	45	15	95	95	45	210
1 4. Dowler Jackie D.	1 1	1 3	1 3			l							1 []	
1 5. Dunham Susan L.	1 2	1 3	5	l 10 i	30	1 20	1 60 I	30	150	J 50 I	30	100	1 120	90	1 270
6. Ehn Carolyn J.	2,16] 3	1 4	30	15	65	40	30	70	1 40 1	30	130	110	75	265
7. Fricker Nancy	1]	1 4] 4	20 1	30	40	1 .60 l	30	150	60	30	150	1 140 1	90	340
8. Gardner Evans Debra	1 2	1 4	1 4	l 80 l	12	l 150	l 120 l	15	150	120	15	150	1 320	42	450
9. Grady Patty	1	1 3	1 4	l 30 l	30	l 50	l 20 l	15	30	1 20 1	2 5	70	1 70 1	70	150
10. Gray Robert T.	1 1	1 3	4			1		1					1 1		
11. Jeschien Jody	1 : 2	j 4	5	15	15	30	15	15	60 .	15	15	55	1 45	45	1 145
1 12. Lang Marilyn L.	1 1	1 3	1 5	30	15	l 105	30	15	75	30	15	75	90	45	1 255
13. Lehman Linda L.	11	4	1 5	l 15 I	15	l 30	15	30	_45	l 15 l	30 (_45	1 45	75	120
14. Lynch Erin	1 -1	1 3	1 1	l 30 l	10	I 60	l 15 l	10	240	l 15 I	15	120	I 60 I	35	420
1 15. Mathew Judith	11	1 4	4	l 5 l	10	1 20	10 I	10 (40	10	10	50	1 25	30	110
16. Nielson Terri	1 2	4	1 6	30 I	10	15	45	25	90	30	20	120	105	55	225
17. Pascoe David D.	6	4	ļ <u>5</u>	50	30	45	80 [30	90	110	30	120	230	90	255
18. Pimentel Beth A.	 _ 2 .	1 4	1 4	75 1	15	265	1 75 I	15	265	l 90 l	15	315	1 240	45	1 845
1 19. Powell Joyce A.	1 2,16	1 3] 3	l 10 l	15	55	10	15 (85	10	15	85	1 30 (45	1 225
l 20. Rieseman Charlot	1 2	4	4					į	j		1		1 1	l	
21. Salas Aida	2,16] 3] 3	30	20	40	20	20	60	30	20	100	80	60	200
1 22. Sanchez Maricela	1 2,16] 3] 3	[<u></u>	[ļ <u></u> ļ	!		<u> </u>	!	Ì
1 23. Snyder Alma F.	1 2	1 4	1 5	l 20 I	15	l 50	20 I	15	50	l 20 l	15	50	1 60 1	45	150
l 24. Snyder Carolyn L.	1 5	1 4	1 3	1 30 I	15	60	30 l	30 I	60	l 30 l	30	60	1 90 1	7 5	180
1 25. Trainer Yates Kathle		1 3	1 3					١			Í] [l I	1
1 26. Wulf Ken H.	10	1 4	j 5 i	116 l	15	45	i 80 i	30	150	j 80 l	30 1	150	1 270 1	75	345
1	1	1]					!			1		1 [J	1



WORKSHOP # 6: SANTA ANA

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						JOURN	al of stui	YTIVE (1	(INUTES)	/LEARNING	MODES US	SED BY ST	UDENTS		
	DE/OG	RAPHIC BACK	GROUND	<u> </u>	AMIPERD		 	BIAT	<u> </u>	 	B/O		I ACCUM	JLATIVE '	TOTAL
NAME OF TRAINEES	 _ Occupation		l_Teaching Experience							 Printed Material			Printed Material		Prac- ticuum
1. Bird Karen	1,17			<u> </u>			 		<u> </u>	l i			 		
. Boyes Marilyn	1,16] 3	Ī <u>\$</u>	15	15	50	15 45	15	55	15	15	50	45	45 80	155
l 3. Boi tien Kim	1 13,17	3	1 5	30	20	50	45	30	120	45	30	120	120	80	290
4. Coronado Melissa	1 . 1.	l l	l -		l <u></u>					l l	[
5. Hernandez Lucia G.	1 2,15	1 4	1 5	1 30 I	30	1 25	l 10 I	15	15	l 30 l	30	15	1 70 I	75	5.5
6. Huntington Kathy	1 1	1 1	<u> </u>								İ			<u>.</u>	1
7. Janis Carney	1 2	4	4								, !			! !	
0, te Doan	1 13,17	1 2	4	60	30	165	50	15	100	40	30	100	l 150 l	75	365
9. Moad Mary K.	1 2,16	4	4	l 20 I	30	1 30	20	30	20	20	30	_40	l _60 l	90	_90
10. Murray Carol A.	1,16	1 4	1 5	l 80 l	60	1 50	75	30	l 85	l 90 l	60 l	100	1 245 1	150	1 235
11. Ngo Trung	13,17	1	2	1 1		<u> </u>								! :	ļ
12. Nguyen Francis	13,17	1 1	1 2	<u> </u>		<u> </u>				_			<u> </u>	! - <u>-</u>	ļ
13. Nguyen_Phuong	! 2	4	1 3	l 50 l	30	60	60	25	120	1 6C I	30	120	170	85	300
14. Payan George	1 1	1 3	1 5				i						l l		
15, Peralta Aaron	1			30	15	1 85 1	50	15	65	i 50 i	15	65	1 130 1	45	1 215
16. Pham Ai Phuong	13,17	1 2	4	ļ <u></u> ļ		! !		[<u> </u>				. <u></u>	
17. Phan Hoang M.	1 13,17	1 1	5	30	30	150	30	30	150	30	30 ·1	150	45 75	90 105	450
18. Riske Sonia M.	2,16]	1	30	30	1 60 1	50 I	30	60	60		60			180
19. Tong Tieng N.	1 13,17	1 3	3	30	30	30	15	25	20	30	30	45	1 140	85	1 .95
20. Tran Thu Nhu Mai	! 13,17] 3	3	15	30	40	15	15	40	15	15	40	1 45 1	60	1 120
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AFPENDIX C





MASTER LIST OF TRAINERS (PHASE 1)

	<u> </u>	DEMOGRAPHIC	ENCKCIOUIT)	ŀννι	LUMPTONIAMU	rine	} i	TUST	SCORE		COMPETENC
MINEES	<u> </u>	Education	Teaching I	Student's	L		l Journal	Pret	est	l_Post	test	
UTHERS.	lOccupation	lbackground	Experience	age's level	Evaluation	i Questionnaire	Istuay time	#right	leright	#right	&right	ANIPERDIB
	l	l			l	<u> </u>	Ļ					
ina A.	9,16	j 3	3 1	7	I Y	i X	i X	21	1 35 1 20	1 30 I i 30 i	50. 50	
rā J.	1 2	4	5 I	. 2	Ϋ́	i A	I Y	12	! ZU	. 30	-	1 1 1
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9	i 6	i 1	 	2	I Y	I X	!	22	1 36		43	;
Elgitha B.	j 4	i 4 i	j 3 l	2,3	I Y	I A	I Y	1 14	1 23	1 25 1	58	•
nst	i ī	i 3	5 i	2,3	Ϋ́	Į <u>Ā</u>	i Ā	1 25	41	1 35 1		5
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lyn Lerie A.	1 1	i ર્વ	i i i	2,3 2,3	ÌΫ́	İΫ́	į į	ļ 12	20	1 28	46	! . !
Diane L.	i .ii	i a i	4	2	I Y	I A	I A	1	l	35	58	I Y I
	13,17		5 1	2.	ÌΫ́	ĮÝ	1 A	1 24	l 40	J 35 I	58	l Y I
LN:	1 13/11	, , ,	i ã i	2.3	ÌΫ́	ĪΫ́	ĮΫ́	1 28	46	32	53	I Y I
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drai	1 4	! T!!	2 1	5	i	i	I	l 28	46	I 40	66	1 1 L
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athy M.		1 4		2,3	i Ŷ	İΫ́	İ	1 15	ĺ 25	I 17	28	1 1
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a C.	2,16	1 3		2.3		· ·	i -	i 31	i 51	i 37.	61	İŸİ
lee E.	į į	1 3		2,3 2,3	¦ ÿ	i v	ÌÝ	i 19	i 31	1	1	I Y I
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A LIBERTY AND MIND PARTY.	ļ	T. D. konstalini	1 (R. sal. kan 1	Student's	J	: 	Journal	Prel	railf	l Posi	ttest		İ	BRUININKSI
I INVIE OF TRAINERS	 Aversation	l coucacton Disclaropad	l Teaching l Prooringed	and a level	i volkshop Hwalnation	Questionnaire	IStudy time	Fright	l&right			 AAIIPEID		
 	loccupacton	i I							Ĺ <u></u>			<u> </u>	<u>L</u>	
34. Dauber Henry A.	1	3	4 1	2,3	l y	Y	I Y	24	40	38	l 63	Y	ļ Y	
35. Davis Patrica A.	1 7	3	į į į	3	<u> </u>	<u> </u>	ļ , _	<u> </u>			!	1		
1 36. Donesley Pamela C.	1 3	1 4	1 5 1	3	l Y	Y	Į <u>Ÿ</u>	24	40	ļ	ļ	Į Į	I Y	Y
1 37. Dowler Jackie D.	i	1 3	3	2	I Y	l Y	I Å	21]5	35	1 58	l Y	Į Y	Y
1 38. Dudley Stephanie A.	2	i š	j 5 j	2,3	İΫ́	Ý	Y	14	23	l 23	l 38	1	ļ	
1 39. Duriham Susan L.	2	1 3	1 5 1	1,3	ΪŸ	į <u>Ž</u>	Į Ž	12	30	30	l 50	Ý	l Y	Y
40. Duree Robert G.	i ī	1 4	5	2	l Y	I Y	l A	l di	51	34	56	l Ÿ	Į Ÿ	Y
41. Earl Carolyn A.	İ	į į	i ši	j	j	[1	28	1 46	43	71	l A	Y	Y
1 42. Din Carolyn J.	2,16	1 3	1 4 1	2,3	į Ÿ	Į Ý	İ Ÿ I Y	20	1 33	30	l 50	Y	i y	Y
43. Elrod Cindi	1,16	1 3	1 3	2	l Y	Ÿ	l Y	29	48	37	61	ĮΫ́	ĮΫ́	Ÿ
44. Eng Jounn	1 1	į į			1		}					l	1	
1 45. England Dorothy B.	, ,	i	4 1	2,3 2	İ		İ	21	35	l 35 l	l 58	I Y	I Y	Y
46. Erickson Frances W.	i 7	1 3	, !	7	Y	X	İΫ́	25	41	į 39 l	65	Ý	Ϋ́	Ý
47. Fairchild Betty	ii	i i	I 5 I		l ÿ	l Y	I Y	20	4 6	33	55	l Y	l Y	Y
1 48. Flake Joseph II.	! !	: <u> </u>	i 5 i	2,3	i Ÿ	I Ý	ÍÝ	32	53	I 39 I	l 65	l Y	Y	Y
49. Flowers Vicky	1 1	, <u>,</u>	1 4 1	2,3	i I Y	ı I Y	į Ž	15	25	i 23 i	l 38			Ŷ
50. Foster Patricia	İŘ	1 3		2	i -		į.	18	-30	ا يـ ا	İ	İ	Ϋ́	Ÿ
51, Fox Janet N.	2,16		i i i	3	Î Ŷ	Ý	Y	23	38	l 39	65	I Y	I Y	Y
	1 11	! <u>!</u> å	!	9	i i	Y I Y	İÝ		İ	36	l 60	ΙÝ	ΙÝ	Ý
52. Fricker Nancy 53. Friedman Sandra K.	i 5	1 1	 5	3	, î	. <u>-</u>	İ	12	20	1 15	25	ΙÝ	1	
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54. Gabriel_Liz 55. Garcia Robert A.	1 6	, , , ,	!	1,2,3	! · ! 	•	i I	ŀ				l		
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56. Gardner Evans Debra	1 6			2,3	I	-	i	24	40	1 43	71	¥	İΫ	Ÿ
57; Gimenez_Alicia L.	j Ų I t	ן ק י		1,2,3	i	,	, İ				1	1	ı	1
1 58, Golden Alan	1 7	, J	, , , , , ,	2,3	! ! I ♥ !	ı I Y	I Ÿ	5	i ë	11:11	18	ÌÝ	İ	
1 59. Goldsmith Birdie S.	1 2	1 7 1 1	, 1 1 5)	ı ı ı	· • • • • • • • • • • • • • • • • • • •	, Ŷ	18	30	1 24 1	I 40		İΫ	
60. Coldsmith Jack	 	, ,	! ! ! !!	2	i Ÿ	Ý	Î Ŷ	30	50	i 36	l 60	Y	i Ÿ	Ÿ
1 61. Grady Patty	1 1	נ ו נו	! "!! 4	1,2,3	! ! !	 		, JU	,,,	. .	, , ,	Ī	İ	-
62. Gray Robert T.	1 1 1 i	ı J i f	1 1 l 1 % 1		1 1	1	• {	18	30	32	: 5 3	: Ÿ	: 	
63. Quevin Anthony J.	İ	, , , ,	1 4 1	2	! !		, ' [, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	. <i>.,</i>	. • I	i	·
1 64. Gunther Diane	1 2	1 4	, <u>†</u> 1	, ,	! ! ¥	 Y	i ÿ	17	26	29	48	į v	, į v	Ÿ
1 65. Hanson Hary K.	1 1	5	3 3) 1		1 Y	l Y	26	43	1 40 I	1 (6	I ¥	! # ! ¥	Y
66. Hart Kari	1 1	<u>ا</u> 5	1 3 1	2	I Y	ĭ	i I	40	43	ו עור ו	ן ייס	1 1	1 1	



MASTER LIST OF TRAINEES

1			DELOGIANII	C PVCKCROOT	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	I IVA	UNITION/STUDY	iiik	 	TET	SCORE		ICOHPETE	CIE	GIECKLIST'I
	HWIE OF TRAINELS	 Occupation	Education background	Teaching Experience	Student's age's level	L Norkshop Evaluation	 Questionnaire	Journal Study time	L Pret Uright	est Bright	Post Fright	test Isright	imiperdi		IBRUININKS I IOSERETSKY I
i		l						<u></u>			L <u></u>		<u> </u>		
i 67.	Nayes Sandra A.	1	3	1 7 1	1,2	I Y	I Y I		12	20	24	40			ļ Ÿ ļ
	lieins tary E.	i i i	4	j 5 l	2,3	Ý	Y	Y	1 16	26	21	35	l l		!!
	Hense Hary Jayne	1 1	4	l 5 l	2		l Y	! :	30	50	36	60	Į Y	Y	
	Hernandez Lucia G.	2,16	4	1 5 1	2	I Y	I Y	I Y	1 19	31	39	65		!	
	Holloway Deloris	i i i	3	4 1	1,2 2,3					_				l	
	Norner Jane A.	1 1	3	4	2,3	l Y	Y Y	İ Ÿ İ Ÿ	17 18	1 28	1 25	41	Y	Y	I Y I
	Howorth Nancy E.	1 2	4	l 5 l	3	I Y	I Y	l Y	18	30	24	40	 	ļ	Y
	Huntington Kathy	i i	i i	j j						l			I Y I	Y	!!
	Jackson Darlene	İİİ	4	i 4 i	2,3	Į Ÿ	Y Y	Ý	14	23	24	40			!!
	Janis Carney		4	4	2					l				<u>.</u>	
	Jeschien Jody	į 2 i	4	5 !	1	Y	l Y l	I A	16	1 26	I 40	66	Y	Y	i X i
	Johnson Jane G.	1 12 1	4	j 5 j	į	Ϋ́	Ÿ	Į Ÿ	20	J 33	27	45	!!		Y
	Kaiser Andrea F.	1,16	4	5 1	3	Ÿ	<u>Y</u>	Ÿ	25	4 <u>1</u> 43	23	38			7
	Kalinowski Lynnet B.	iii	4	J 5 I	2	Y	I Y	Y	1 26		35	50	! <u>Y</u> !	Ÿ	I Y I
	Katuziiy Thomas R.	1 7	3	1 1	Ź	Ý	Y I	j y	1 26	l 43			I Y I	Y	l X l
	Keele Scott J	1 14	3	5 1	2,3	Y	Y Y	l Y	25	41	34	56	Y	Y	i y i
	Kelly Barbara O.	1 1 1	4	I 5 I		l y	Y	l Y	1 20	J 33		ļ	Y		
1 RA:	Kenyon Geraldine H.	i		i i	ĺ				14	l 23'		1	l l		l [
1 RS:	Kofahl Carol A.	I I I	4	4 1	2,3				19	31	39	48	Y	Y	I A I
	Lam Kim Oanh	1 2 1	4	3 1	2,3					l			! . !		<u> </u>
	Lang Narilyn L.		3	5 1	2	Ý	Y	I Y	19	31	25	48	Y	l Y	1 X 1
	Lazaga Kaanayu Juana	1,16	4	4 1	2,3	Ÿ	Ÿ	Ŷ	17	28	39	65	I Y I	I Y	Y
	Le Doan V.	13,17	2	i 4 i	2,3	Ŷ	Ÿ	Į Ž	11	18	30	50	Ţ	Į Ÿ	į į į
	Lehman Linda L.		4	5 i	2	Ŷ	Y	Y		l I	28	46	}	I Y	I X I
	Lindquist Edith L.	!	ĥ	İŠİ	6	Ÿ	Ϋ́	Į Ý	28	l 46	33	l 55	I Y I		I Y I
	Lynch Erin		ว้	, , 1	2	, , Y	Ÿ	Ϋ́	23	l 38	32	53	Į Ý I	Ý	I Ý I
			1	i 3 i	2,3	Ÿ	Y	Y	1 19	31	10	16	į į	Y	j j
	Mackey Diane M. Mallon Mindy	!	3		-1*	, 	<u> </u>	l	1 1						1 1
	Marciel Patty Barry	1 1	1 7	, <u>,</u> ,	Ž	Ÿ	Ÿ	Ÿ	ļ <u>ā</u> ā	5 5	41	68			1 1
		, <u>1</u> 1	4		Ž	Ÿ	Ÿ	Y Y	26	43	28	68 46	Ţ	Y	į į į
	Marks Nary C.	1 12	Ä	iii	i	Y	Ÿ	l <u>′</u>	1 27	45		l	Y	Y	
	Marrin Ellen F.	1 14 1 1	י די ו	! 4 ! 	4	•	•	: - 	1 18		j , j	İ			1
	Martin Ann II.	1 1 1	3	, 5	3		· '	Y Y	23	30 30	32	53	I Y	ΙŸ	į Ý į
י אלל ו	Martin Joe D.	(I)	ا ر	, , ,	J	•	'	•	,		•				



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I WE OF TRAINE	1S 1	Occupation	Education background	Teaching Experience	Student's age's level	Horkshop Evaluation	 Questionnaire	Journal Study time 	Pret Fright	est Bright	Post Uright I	test Bright	L Inaiperd		BIWININKS OSERETSKY I
100. Martinez Chris	tie I.	1]	L	2	ı <u>Y</u>	<u>Y</u>	i Y	22	36	27	45	!	1 Y 1 1 Y 1	ļ
101, Hartinez Edward		į	j 3	4	3	У	I Y	j Ÿ	19	31	23	30	ļ i	I 	i
1 102. Harxin Ann Mar		6	4	5 1	1,2,3			•			!		ļ i ü	 	Ü İ
1 103. Mathew Judith		11	1 4	4	4	Ϋ́	į Ý	ļ Ÿ	24	60	41	68	1 X	Y	1 !
1 104. Natson Lary S.	İ	i	1 3	1							 : 50	58	l i o	 0	l
1 105. McCluskey Dani		2	į į	5 1	2,3	i Ā	l Y	l y	1 17	1 28	35		X	ĮXI	I I V I
1 106. HcCormack Guy.		8	i 4	j 4 i	3	Į Ÿ	Ý	Į Ý	20	33	34	56	1 X	<u>Y</u>	I !
07. Helorran Linda		j	4	4 1	2				30	50	30	63	I Y	Y	I 1
108, Percier Rita D		6	i <u>i</u>	i i i	2	l			26	43	39	65	!		Y I
1 109. Moad Hary R.	•	2,16	4	4 1	Ź	j			l 23	1 38	32	53	Į Y	<u> </u>	X I
110, Hora Tamasa	i	2,16	3	3 1	2	Ì	ĺ	ļ	20	33			!	! Y !	Y
111, Ibrales, Linda	.:. ₽-	1	4	j j 1	2			1	.:	!			<u> </u>		- !
1 112. Norton Kimble		1	4	4 1	2,3	İ			33	55			! :	! ; !	i i
1113. Murray Carol A		1,16	4	5 1	2,3 2,3	, Ÿ	į Ÿ	ļ Ÿ	26	1 43	39 [65	I Y	1	Y į
1 114, tkjo Trang	"	13,17	ĺ	2 1	2	,		l	20	33			!		1
115, Nguyen Francis	: <u> </u>	13,17	i ī	2 1	3			1	! 14	! 23			!] . [;; l
1 116. Nguyen thi T.	' '	1317	1 2		2	Į Ž	1	Ϋ́		20	19	31	I Y	! Y	Y į
1 117. Nguyen Phuong	i	2	i 4	3 1	3	l Y	l Y] ,			23	28	 	 	
1 118. Nielson Terri	!	9	: 4		Ź	ĮΫ́	I Y	' '		38	37	61	I Y	Y	Y I
1 119. Orine Denise	i	2	1 3	נו	2	ĮΨ	į Ý	ĹĹ					Į Y	1 4 1	X
1 120. Palmer Jean N.	i	i	4	5 I	5					ध	47	78	1		YI
1 121, Pascoe David D		ĥ	i	5 i	2	y Y	I Y	1 1			35	58	į Y	İX	Y I
122. Patterson Patr		1,16	1 3	3 1	3	Y	Ý	i		30	24	40			Y I
1 123. Payan George	1010 11	1.	i i	5	3			1			21		! 		
1 124. Pearson Anne N	arie I	5,16	i Š	1 4 1	4	l Y	I Y	l Y	i 17	38	34	56	ļ X		I I
125. Pedroza Peter		1,16	j 3	4	2,3	Ϋ́	j Ý	Į Y	?5	4!	37	l 61	i Y	IXI	X
1 126. Peralta Aaron	,	1,16	i 3	J 3 1	2,3	1	<u> </u>	!	22	36	i 28	45 :	Į Y	IY	YI
127. Peters Regina	į	14	i 4	4 1	1			1	l _{:-}	<u> </u>	! <u>.</u> !		!		
128. Pettit Milt II.	i	i i	_	i i i	Ź			\	1 16	26	41	68	ļ <u></u>	<u>Y</u>	Äİ
129. Phan Phuong A.		13,17	1 2	1 4	3	Ϋ́	Ϋ́	ĮΫ́	13	1 21	 	ļ : 4×	! Y	I Y	Y I
1 130. Phan Houng 17.	i	13,17	j į	j 5 l	3		1	1	13	21	12	20	!	[
131. Pharis Jili	i	2	i 3	§	_	<u> </u>	l <u>.</u>	i .	1	ļ			ļ	!	
1 132. Pimentel Beth	<i>i</i> .	2	1 4	1 4 1	2	Į Ÿ	Ϋ́	ĮΫ́	1 27	45	1 <u>3</u> 5	l 58	I Y	ı Y	Y 1



MASTER LIST OF TRAINERS

		DEFIDGINATIO	DACHIKOUL)	CVAI	YOUTS/NOTINU	Ť1:U.	: 	TIZT	SOORE		COMPETER	CIES	OECKLIST
IWE OF TRAINERS	 Occupation	Education Lackground	Teaching l	Student's I	Workshop Evaluation	 Questions.ire	Journal Study time	<u>l-Pret</u> I#right	ett Gright	l Post Utright:	test Bright	I WILDIN		INIOTHTRE I
		<u>L</u>					<u> </u>	_ :		<u> </u>		<u> </u>	<u> </u>	<u></u>
1 133. Pon Joanne K.	11	4	ا ز	2,3	Y	Y	1 7	24	1 40	35	58	Į Ÿ	Ï	Y
l 134. Porter Jerry C.	1.1	3 1	<u> </u>	1	Ÿ	Ý	1 7	1 24	40	1 10		I	Y	I A I
1 135. Po (11 Joyce it.)	2,16	3	;	. '	Y	<u>Y</u>	<u> </u>		iie	39	65	 i	l II i	[
I 136 Ram s April	Ì	4	3	25	Y	Ä	1 Y	17	26	26	43	<u> </u>		
l 137. Reid Virgina 📗 l	ì	3	3 1	2								 -	1	!!!
138. Managhan Graf lot	1 2	¢	4 1	<u>.</u>	ļ ļ		!		4.4	 	44	 1 0	l Liv	 0
139. Riske Sonia o.	2,16	1 3 1]	4,	7	A	l Y	23	38	37	61	Y	Y	Y
'0. Næthilisteiger Put	2	3	5	2,3			[16	26	37	61	l X		<u>X</u>
i 11. Nosentreter Judith D. I	6,16	3	4	2	Ÿ	Ÿ	į Ý	23	38	! !		l Y	Y	Y
142. Ruel April	i	1 4 1	2	1	. [l !							
143. Saketarios George II.	Ī	1 4	5 1	2,3	Y	Y	l A	21	35	1 23	38		<u> </u>	
144. Salas Aida	2,16	3	3	2	Ÿ	Ý	Ŷ	İ		33	55	Y	Y	I Y I
145. Sanchez Paricela	2,16	1 3 i	3 1	2	Y	Ä	Ţ Ÿ			24	40	Y	l Y	i Y i
146. Sandoval Yolanda .	2	4 1	5 1	2,3			1	_						
1 147. Schade Charlene	6,16	3	5 1	1,3			ļ	18	30	29	30		1	l ļ
148. Sheldon Deborah L.	1 1	1 3 1	3 1	2,3	Ÿ	Ÿ	Į Ž	22	36	30	63	Y	!	İÄİ
149. Shotin Dorothy	2	4	5 1	3	Y	l Y	l Y	17	28	18	30	Y	ļ Y	Y
150. Shorr Arla Y.	! #. 9	:	5	Ž	Ŷ	Ý	Y	17	28	1 26	43			1 Y
150. Short Acta 1.	1 1	, , , }	4 1	3	Ÿ	Ÿ	İ	30	50	1 32 1	53	Y	l Y	1 Y 1
1 152. Simmons Rita	j	1 1	, , . , ,	2	Ą	Ÿ	į y	i	ĺ	19	31		ľ	
153. Skoll Corn Pearl	14		, Š 1	1	Ÿ	Ý	Y	14	23	22	36	i	Y	1 Y 1
	1 17 1	!	, , ; , , ,	3 1	Y	Ÿ	ÌΫ́	19	31	30	50	Y	Y	YI
1 154. Smith Patricia Ann	Ó	1	, <u> </u>	1	Ÿ	, ,	Ÿ		ĺ	42	70	ÌΫ́	Ÿ	İÝI
1 155. Snyder Alma F.	Ž.	1	1 1	5	Ÿ	. <u>-</u>	l Y	İ		1 35 1	58	Y	Y.	i y i
156. Snyder Carotyn L.) 1	! <u>*</u> ! ! <i>I</i> ! !	, , , , , ,	2,3	•		Ì	23	38	[]		1		
1 157. Sodoro Candace C.	1 1	'4 X	, , , , , ,	7 1	· :		i y	16	26	1 28 1	46	Ì	Ý	j Ý t
158. Sparks Konkler Janice	1	ו ני ו ו כ ו		j i	·		i					l	İ	
159. Stewart Gail _	i.	1	5 1	<u> </u>	ÿ	Ϋ́	Ý	25	41	32	53		Y	I Y I
1 160. Stone Arthur R.		<u> </u>	3 ! 5			.	i			-		l	1	1
'61. Sullivan Sharon Ann		\ 	ا ر . ا	17273 2	 	! 		17	28	<u>.</u>		j	İ	i i
i2. Sutherland Diann	<u> </u>	, ,	ָּ		, v	Ÿ	1 Ÿ		35	1 29	46	Y	ΙΫ́	I Y I
163. Swall Deatrice	5,16	ו גו	5 <u> </u>	.3.	Ä	A A	I Y İ Ÿ	21 23	38	40.	66		ΙŸ	•
164. Tattersall Patricia	2	4 !	5 	2,3 2	Y I	l V	l Y	32	53	40	66	, I Y	l Y	
1 165; Toold Gary A;	i	4 1	ו ני ו	2 1	ı	1	, 1	J4		, au i		, •	. •	'



MASTER LIST OF TRAINERS

i		DE OGRAPIIO	BACKGROUN)	EVA	LUATION/STUDY	TILE	: 	TEST	SCORE		I COMPETI	NCIES	CIECKLIST
NAME OF TRAINEES		Education	Teaching I	Student's	Workshop	Ì	Journal	- Pre	test	Pos	ttest	İ	i	IBRUIHINKS
j	Occupation					Questionnaire	Study time						DINIAI	
<u></u>		<u> </u>	L!		L	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>L.</u> .	<u></u>	<u></u>		<u></u>
166. Tong Tieng N.	13,17	l 3	3 1	2		1		18	l 30	i 29	1 48	1] [
1 167. Tony Betty W.	2	4	5	2,3 2,3	Ý	ļ Ÿ	į Y	21	35	1 11	18	Ŷ		ļ <u>į</u>
168. Trainor Yates K.	4] 3	3	2,3		1	ļ .			31	51	Į Y	Y	[Y
1 169. Tran Nai N.T.	13,17] 3	3	3	l Y	I Y	l Y	17	28	1 29	48	۱		l (
170. Tyson Ginger	1	4	4 1	2		l .		22	I 36	40	l 66	l y	Y	
171. Tysor Ladonna L.	8] 3	4	3	l Y	l y	1 7	20	33	1 15	1 25	1		l Ý į
172, Velazquez Jose M.	1 1	4	4	2,3	Ý	Ý	Ý	23	38	20	33		Y	Į Ý Į
173. Vettel Dorene D.	6	4	5	3,4	Į Ÿ	ļ Ÿ	ļ Ý	25	43	32	57	<u>!</u>	Y	Į Ÿį
174. Vigliotti Rebecca A.	12	4 5	10	2,3				22	J 36	 		l Y	Y	l Y I
175. Wakefield Andrea L.	6] 3 5	3 1		Y	Y	l y	17	28	27	1 45	l Y	1	l
176, Wegter Rex A.	1	l 3 ;	4	2,3		Y	l y	25	41	1 27	45			l į
178. Whitla Melissa C.	l į i]]		2	Ý	Ϋ́	Ŷ.	20	. 33	29	1 48	Ý	İŸ	Į Ÿ
177. White Gregzie L.	1 1] 3	4 1	j j	Ÿ	Υ	Ÿ	19	31	22	36	ļ	ĺ	İ
l 179. Whitmore George E.	12	1 4 1	5 !	3	Y .	Y	Y	21	J 35	1 24	l 40		Y	l i
180. Wick Dennis G.	_2) 4 i	5	3	y	l Y	i y	21	l 35	22	36	1 Y		
181. Wikstad Rosita A.	2,16]]	4	2	l Y	Ý	Ŷ	16	26	1 28	1 46	ΙÝ		l Ý i
182. Williamson Beverly B.	2							27	1 45		Ì	İ	ĺ	<u>į</u> į
183. Wilson Lucinda A.	1 [4	5	2	<u></u>		<u> </u>	25	41	<u> </u>	Ì	<u> </u>	Ì	i i
184: Moodward Helva	1	4	3 _.	2 2;3	Y Y	l Y	l Y	31	51	l' 41	68	l y	Y	I Y 1
185, Wulf Ken H.	10	4	5 1	2	Ã	Y	Y			l 36	60	l y	Y	l y i
1 186. Zutz Barbara P.	14	4	5 !	2,3	Y	l Y	l Y	15	1 25	1 13	21	1		l Ý j
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LOS ANGELES (INTETED / LONG BEACH (WORKSHOP 11)

,	1	DELLOWERIT	C BACI'GNOUTE	<u> </u>	l Eval	JUATION / STUDY	THE		TEST	SCORE	· -	COMPETE	CIES	CHCLIST
, 	i	PERCONNELLE	C DIMINICOLE	, 	<u> </u>			` 		·		1		
NAME OF TRAINERS	ī	Education	Teaching	Student's	l Workshop	Ī	Journal				test	Ĺ		BRUININKSI
: 	10ccupation	background	Experience	age's level	Evaluation	Questionnaire	IStudy time	l#right i	%right	#right	l&right i	iaahperd i	ibiati I	OSEREISKYI
1 1. Baldonado Flatha B.	4	1 4	1 3	2,3	l Y	l Y	<u> </u>	14	23	25	41			Ÿ
2. Benson Paradail S.	1	4	1 5 1	2,3	I Y	Y	l Y	l 13 l	21	27	45		Y	Y
3. Bradley Whierie A.	1 1	1 3	1	2,3	l Ÿ	Ϋ́	Y	12	20	28	45		Y	- 1
4. Carter Serral	1 2	j 4	i 5 i	2	İ		j ý	16	26] [
1 5. Castá io Schorro	6,16	j j	j 5 i	2,3	Ÿ	Ÿ	<u> </u>	15 1	25	17 13	28	j	Y	Ý
1 6. Q N ia C.	1 2,16	1 3	I 5 I	_2_	l: Y	l X	l X	1 .6	10		21] [Y !
7. Dudley Stephanie A.	1 2	1 3	1 5 I	2,3	l Y	Y	l y	14	23	23	38	I 1		1
8. Eng Joann	1 1	1 3	1 1 1	2,3							-			1
9. Flowers Vicky	i i	1 3	4	2,3	ÌΫ́	Ý	Î Ÿ I	l 15 l	25	23	38			Y I
10. Friedman Sandra K.	1 2	1 3	1 5 1	3	Y		<u> </u>	12 1	20	15 1	25	7	ļ	ļ
11. Goldsmith Birdie S.	1 2	1 4	4	2,3	Y	, X	l <u>X</u>	5 1	' <u>8</u>	11	18	Y I		ļ
12. Goldsmith Jack	1 .	1 3	l 5 l	2	l Y	Y Y	I Y	l 18 l	30	24	40	1 1	Y	Į.
13. Qunther Diane	1 2	1 1	l 1 l	3			l							1
14. Hayes Sandra A.	1 1	<u>'</u> <u>3</u>	1 1	1,2	l Y	Y]	12 1	20	24	40	! [Y
15. Helms Mary E.	1 1	1 4	l 5 l	2,3 _3_	Y	Ä	Į Y	16	26	21	35]	1	
16. Howorth Nancy E.	1 2	1 4	151		I Y	l X	4	18 1	30	24	40	! !		Y [
1/, Jackson Darlene	1	1 4	4	2,3	I Y	Y Y	{ X	14	23	24	40			1
18. Johnson Jane G.	11	4	J 5 J	1	l Y I	Y	I Y	20	33	27	45			Y 1
19. Kaiser Andrea F.	1,16	4	<u> </u>	3	l Y	<u>Y</u>	l Y	25	41	23	38			Y
20. Kelly Barbara O.	1	4	151		l Y	Y Y	Į Ÿ	20	33	•		I Y		!
l 21. Kenyon Geraldine M.	1 -		_		l :			14	23			<u> </u>		
22. Mackey Diane M.	1 1] 3	1 3 1	2,3	I Y I	Y	I Y	19	31	10	16		Y	
23. Mallon Mindy	1 1	1 3	1 3 1	=		_						! !		ļ
24: Martinez Christie L.	1 1	1 3	1 3 1	2	I Y I	Y V	I Y !	22	36	27	45		Ϋ́	ļ
25. Martinez Edward A.) 1	1 3	1 4 1	3	 Y	Y	l Ÿ l	19 1	31	23	38		Y	I

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Full text Provided by ERIC

LOS AN FLEX INTETED / LONG BEACH SALPRISTOP 11)

] 	DE OGRAPHI	C BACKGROUN)	EVA	LUATION/STUDY	TILE	 	TEST	SONE		ICOMPETS	NCIES	HECKLIST
NAME OF TRAINERS	1	Education	Teaching	Student's	Norkshop	<u> </u>	Journal	Pre	test	Pos	test	i –		BRUDINKS
<u>.</u>	10ccupation					Questionnaire	Study time			l tright	l&right	I AAHPERD	BHAT	IOSERETSKY
26. Patterson Patricia F.	1,16	1 3]]	3	Y	l Y	l Å	18	l 30	24	40	 		l Y
27. Peters Regina	1 14	1 4	1 4 1	1			1		l			1		
28. Pharis Jill	1 2	l 3	5				1	1	1					1
l 29. Ramos April	1 1	1 4 1	3	2,3	Ÿ	Y	Į Ý	17	28	26	43	ĺ	ĺ	Y
30; Ruel April	1 1	1 4	2					 .		i i		ļ		ĺ
1 31. Sakelarios George W.	1 1	4	5 1	2,3	Ĭ	l Y	l Y I	21	35	l 23	38		Y	
32. Sholin Dorothy	1 2 1	4	5 5	3	Y	Y Y	l y	17	28	18	30	l y	Y	Σ
i 33. Shorr Aria Y.	1 2 1	j 4 l	l 5 l	2	Ŷ	Ý	l Ý l	17	2 E	l 26 l	43			Ý I
34. Simmons Rita	1 2	4	5 1	2	Ý	Y	Î Ÿ			19 22	3 <u>1</u> 36		Y	<u> </u>
35. Skoll Corn Pearl	1 14	1 4	5	3	Ÿ	Ÿ	Į Ÿ į	14	23	22	36		Y	Ÿ
1 36. Sparks Konkler Janice	1 1	4	2 1	3			l y i	16	26	l 28 I	46		Y	Y
37. Sutherland Diann	1 1		-	- 2-			1	17	28					
38. Tony Betty W.	1 2 1	4	5	2,3	Ŷ	Ý	l y l	21	l _, 35	11	18	Ý		
39. Tysor Ladonna L.	i 8 i	3	4 1	3	Ÿ	Ý	Î Ÿ [20 23	33 38	15	25			Ÿ (
40. Velazquez Jose M.	į į į	i 4 i	4	2,3	<u> </u>	Ÿ	Į Ž	23	38	15 2 0	33		Y	Ÿ
41. Wakefield Andrea L.	1 6 1	3 (3		Y	Y	! Y , I	17	-28	27	45	Y		
42. Wegter Rex A.	1 1 1	3	4	2,3		Y I	I Y I	25	41	27	45	1		
43. White Gregzie L.	1 1 1	1 3	4 1	3	Ý	Y I	l Ý l	19	31	22	36			
44. Whitmore George E.	<u>į 12</u> į	4	5	j i	Ÿ	Ÿ	I Ý I	21 21	35 35	24	40		Y	
45. Wick Dennis G.	1 12 1 2	4	5 Ī	.3.	Ÿ	Į Ž	Į Ž			22	36	Y		
46. Zutz Barbara P.	1 14 1	1 4 1	l 5 I	2,3	Y	Y	Y	15	25	13	21			Y
	1 1	ا ا	 	.										

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SAN DIDGO (NORRSPOP 12)

<u> </u>			DEMOGRAPHI(C BACKGROUND)	EVĀI	JATION/STUDY 1	PLIE		TEST	SCORE		COMPETE	KIES	dictaist
i	NAME OF TRAINEES	1	Education	Teaching	Student's	Workshop		Journal	Prei	test	Postte	st	-		BKUININKS
i		lOccupation					Questionnaire						AAHPERD		
		<u> </u>	<u> </u>	<u></u>				<u> </u>		<u></u>	<u> </u>	لــــــــــــــــــــــــــــــــــــــ			
ļ	. Barry Joseph	1 1	4	4	3	Ÿ	Ŷ I	Ý	23	38		65 I	Ý	¥	Ϋ́
ļ	Beving Mary Morning	1	4	5	3	Y	Y	Y.	31	51		81 I		Y	Y
1	3. Catetter Kristie t.	l Ì i	3	2	2.		l		28	46	40	66	Y	Y	ļ
	4. Choy Linda H.	1	3	5	2,3		ļ							 	
ļ	5. Cooper Leslee E.	1	3] 3	2,3				31	51	37	61 I	Y	7	Y
	6. Omming lan	1	4	5	3				34	56	43	71	Y	¥	Y
ļ	7. Davis Patrica A.] 7	3	4	3						-	<u>.</u>	- -		
	B. Earl Carolyn A.	1 1	3	5 1	3 '	[28	46		71	Y	<u> </u>	Y I
1	9. Elrod Cindi	1,16	3]]	2	Y I	Y I	У	29	48	37	61	Ä	Y	Y I
	O. Flake Joseph M.	1 1	4	5	2	Y	Y I	3] 32	53	39	65 I	Y	Y	Y
	l. Gimenez Alicia L.	6	3	5	2,3	-			24	40		71	Y	Y	Y
	2. Hart Kari	j 1] 3]]	2	Y	Y Į	Y	25	43	40	66 <u> </u>	Y	Y	Y
	3. Holloway_Deloris	l i l	3	4	1,2	[]			ļ
	4. Marciel Patty Barry	1	3	4	2	A I	y I	Ă,	33	55	•	68 I			
	5. MeMorran Linda M.	1	4	4	2	ļ	ļ		30	50		63	Y	Y	Y
]	6. Mercier Rita D.	6] 3	4	2	ļ	J	"	26	43		65			Y
1	7. Palmer Jean M.	1 1	4	5	5 [:		25 16	41 26	47 1	78			Y
	8. Pettit Hilt H.	l .i.]	.2.	ļ						68		Y	Y
	9. Schade Charlene	6,16	3	5 1	1,3		!		18	30		30	Y	 	
	O. Shwartz Maxann	1	3	4	3 [Y I	Y		30	50		53	Y	Y	Υİ
	1. Stone Arthur R.]	4	5	5	Y I	Y I	Y	25	41		53		I Y I	Y
	2. Todd Gary A.	1 1	4	5	2	Y	Y	Y	32	53		66	Y	Y	Y į
	3. Tyson Ginger	l į l	4 [.4]	2.		<u></u>		22	36		66	Y !	I Y I	
1 2	4. Woodward Nelva	1	4	3 1	2,3	Y I	Y I	¥	31	51	41 (68 ļ	Y	Y	Ā
					l	ı					.	ļ			1



SAN JOSE (WORKSPY)

	 	DEMOGRAPHI	C BACKGROUNE	<u> </u>	l EVA	WATION/STUDY	TIME	 	TEST	SOORE		ICOMPETE I	NCIES	CHECKLIST
NAME OF TRAINEES	İ			Student's			Journal		est		ttest	İ.		IBRUININKS
	lOccupati r	::::kground	Experience 	age's level	lEvaluation I	lQuestionnaire I	IStody time	l∛right! 	leright 	∦right 	l%right '	IAAHPERD I	BHAT	ioseretsky I
1. Alba Georgina A.	9,16	3	3	7	Y	Y	Y .	21	35	l 30	50	 	ΙÝ	
2. Ayala Scope	6	1		2	Ý	Ŷ		22	36	l 26	43 58	<u> </u>	l Y	<u> </u>
3. Barbara Ernst]] [3	J 5 I	2i	<u> </u>	Y Y	Į Ÿ	25	36 41	<u> 35</u> i	58	l y	l Y	l X
1 4. Bennet Lyn A.	1 1 1	3	1 2,3 1	Y .	l Y	l y	l Y	1 29 1	48	34	56	I Y	l Y	l Y
! 5. Carr Susan E.	1 .1	4	4	273	Y	i Y	I A	28	46	1 32	53	I Y	Y	l Y
1 6. Castillo Cathy M.	1 15,16 1	2	l 3 l	7	Y	Ÿ	Y	22	36	31	51	1	ΙÝ	Ŷ
1 7. Cowart Jim	1 1	4	j 5 j	2	Ŷ	Ý	Ý	l 20 l	46 33	i 3 8 i	63	ÌÝ	Ý	
8. Ourran Thommas L.	1 1	3	l į i	1			į	20	33	į į		į	į	
i 9. Dao Mai	1 11 1	4	4	2,3			<u> </u>	1 1 1			· 			
1 10. Dauber Henry A.	1 1	3	4	2,3	Y	Y	I Y	24	40	1 38 1	63	I Y	l y	
11. Duree Robert G.	1 1 1	4	1 5 1	2	Y	Y	I Y	31	51	34	56	l Ÿ	ΙÝ	Ŷ
1 12. Erickson Frances W.	1 7 1	3	ļļ	1	Ý	Ý	į Ý	25 28	-41	39 33	65 55	Ý	Ţ	Ÿ
13. Fairchild Betty	1 1	3	5 1	2 ₂ 3	Y	Ĭ Ÿ	Į Ž.		4 <u>41</u> 46 38	33	55	Ţ	Ï	
1 14: Pox Janet M.	1 2,16	4	4	3	Y	Y	 Y	23	38	39	65	l Y	l Y	Y
15. Gabriel_Liz	1 1 1	3	.	2			 .		ı				1	
16. Garcia Robert A.	1 6 1	5	4	1,2,3		Y						1	ΙŸ	}
l 17. Golden Alan	1 1 1	3	5	1,2,3						! !		İ	ĺ	ĺ
l 18. Guevin Anthony J.	1 1 1	3	4	2			<u> </u>	18	30	32	53	<u> </u>	ļ	
1 19: Hanson Mary K.	1 1 1	3	5	3.	Y	Y	l Y !	17	28	29	48	l Y	I Y	Y
l 20. Horner Jane A.	1 1 1	3	4	2,3	Y [Y	l Y (17	28	25	1	l Y	I Y	Y
1 21. Kalinowski Lynnet B.	1 1 1	4	l 5 l	2	Y !	Y	l Y	26 1	43	l 35 l	58	ĮΫ	ΙÝ	Ý
1 22. Reele Scott J	1 14 I	3	5	2,3 2,3	Ÿ Ÿ	Ý	į Ý į	25 [41	34 39	<u>56</u> 65	Ÿ	İΫ	Ϋ́
23. Lazaga Kaanapu Juana	1,16	4	4	2,3	<u> </u>	Ÿ	Į Ž	25 17	41 28	39	65	Ų	Ÿ	Ÿ
l 24. Lindquist Edith L.	1 6 1	6	5 . 1	6	Y	Y	l Y I	28	46	33	55	Y	ا ا	Y
l 25. Marks Mary C.	1 1 1	4	4	3	Y I	Ä	l Y I	26	43	28	46	Y	I Y	Y
1	!													

SAN JOSE (WORKSHOP 13)

		DEI IOGRAPHII	C DACEGROUIL)	l eva	Ydute/Holynu	PIPE		TEST	SOONE		ICOIPETLI I	VCIES	CHECKLIST
NAME OF TRANCES		Education	l Teaching l	Student's	Norkshop	·	Journal J	Prē	est		test			DRUININKS
(grad of the Artenia	loccupation	lbackground	Experiencel	age's level	Evaluation	Questionnaire	Study time	#right	&right	Hright	l&right 	i Anipero	LUUNT 1	loseretsky I
26. Hartin Λnn H.	<u> </u>	<u> </u> , 	<u> </u>		 		·	18	30	! 	! !	 	 	
7. Harxin Ann Hargaret	i 6	1 4	5 1	1,2,3	į į		ĺ			ļ	!			1
8. Hatson Lary S.	1 1	1 3	1 1							l				ļ
9. NcCormack Guy.	j Ö	i ä	j 4	3	Y	I Y	Y .	2C	33	1 34	56	l X	l X	i X
10. Nguyên Nijî T.	1 12,17	1 2	j . j	2	Į Ž	Ý	Ý (12	20	19	31	l Å	Y	l Y
11. Pearson Anne Marie	1 5,16	1 3	4	.4_	l Y	l Y	Y !	17	28	34	56	Į Y	Į X	l X
2. Pedroza Peter L.	1,16	Ī Š	j 4 l	2,3	lì	I Y	Y	25	41	37	61	I X	ΙΥ	i ï
3. Sheldon Deborah L.	1	1 3	j 3 j	2,3	Į Ž	Ÿ	Ÿ	22	36	38	63	l Y		I
. Smith Patricia Ann	1 6	1 6	5	.3_	I Y	l Y	Y	19	31	30	50	Y	Į X	l Y
is. Sodoro Candace C.	1 1	į ä	l 5 l	2,3				23	38		 -			
6. Stewart Gail	İ	1 3	j . j	, 2	<u>[</u>						<u> </u>	ļ		
7. Sullivan Sharon Ann	1 1	1 3	5	1,2,3	l				==		 		 	
8. Swall Beatrice	6,16	1 3	5	3	l Y	Y	Ä	21	35	29	48	Į Y	I X	Y X
9. Vettel Dorene D.	j 6	1 4	j 5	3,4	Į Ž	Ý	Ĭ Ā	26	43	32	53		X	I X
O, Whitla Helissa C.	1 1 -	l 3	.	2	I X I	Y !	Ϋ́	20	33	29	48	Y 	Y	l Y
. Wikstad Rosita A.	1 2,16	1 3	4	2	 Y	Y	Y I	16	26	28	46	Į Y		Y

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CRANCE COUNTY (WORKSHOP 14)

	16. - 1 14. 14. 14. 15. 15. 15. 17.	<u></u>	DLTKGLVALALL	C IMEIKIKOON	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	I.V/.	Yding Violenia	rliù:		Tr:	SCORE		CO PETE	CIES	UBULISTI
T HAME	OF TRATILES	L	Liveration	l Teachina t	Student's	L Dorkshop		Journal	Pret	est	Pōs	ttest			BRUTHIUK: I
(4177)	O OL TIVILINED	, Occupation	background	Experiencel	age's level	Evaluation	Questionnaire	Study time	#right	Bright	Hright	lit ight	AMIPERD	'זאנום <u>ו</u>	IOSEIÆTSKY I
<u></u>			L	<u> </u>			<u> </u>		ارسيس			<u> </u>		<u> </u>	
	n Sandra J. 🔝 📗	2	1 4	5	2	Y	l Y	l Y	12	20	1 30	50	Y	! 1]
	chneider Layne	ļ] 3	3	2	Ÿ	ļ Ÿ	Į			 	ļ]
	e Jewifer	l İ l]	3	_2_				!		!	!		l i ō	l l
	land Hargaret A.	4	4	5	2,3	Y	, Ă	I Y	19	31	!	!	Y	Į Y	Y
5. Cox 6	Qina	1 1] 3	5	1,2,3	. <u>.</u> .	<u> </u>	<u> </u>		72	 :	!			
6, Dones	stcy_Pameta C. 🔝 🛚	3	1 1	1 5 1	3	Ÿ	Į Ÿ	Ϋ́	24	40		!	Y	Y	Y
1 7. 20g4a	and Dorothy B.	1	4	4	2		I		21	35	35	58	Y	I Y	Y I
	er Patricia J.	· ·	3	4	2		!	[18	30		!		Y	I Y I
9. Hense	e Hary Jayne 🔠 📗	1	4	5	2		i y	<u> </u>	30	50	36	60	Y	I Y	
I 10. Kaluz	zny Thomas R.	7	3	1 1	2	Y	I Y	l Y	26	43	!	!	Y	Y	
1 11. Kotah	hl Carol A.	1 1	4	4	2,3				19	31	1 29	48	Ä	IY	I Y I
1 12, tan 6	Kim Canh	2	4	3	2,3		ļ		!			!		!	
13, Harri	in Ellen F.	12	4	1 1	Ì	Y	l y	l X l	27	45	<u> </u>	ļ	Y	Y	<u>Y</u> Y
l 14, Harti	in Joe D.	1 1	3	5 1	3			l y l	23	38	32	1 53	Y	Y	
I 15, NaChu	uskey Danielli	2	j	5 [2,3	Ý	ļ Ý	Ý	17		35	1 58	Y	Y	Y
16. Vora	-	2,16	3	3 1	2		Ì		20	33		ļ		Y	Y į
	les, Linda C.	1 1	4 [3 1	2				ا ا			l			1
	on Kimble B.	1	4 1	4 1	2,3		İ		33	55 (1				l 1
19. Orina		2	3	3 1	2,3	Ÿ	Ĭ I Ÿ	Į Ý	. I	l <u></u> [<u> </u>	Ý	Ý	Ý Y
! 20. Pon J		11	4 1	3 1	2 , 3 { 2	Y	I Y	I	24	40 1	35	58	<u> </u>	Y	l X (
	er Jerry G.	i i	3 1	5 I	Ž	Ý	Ý	Y I	24	40 (Y	Y	l Y I
22, Reid		Ì	3	3 1	2			j j	l <u>.</u>	[ļ ļ	_		
-	hlisbeiger Pat	2	3 1	5 1	2,3		j 1		16	26	37	l 61	Y I]	Y I
	ntreter Judith D.	6,16	. 3 i	4 j	2,3 2 2,3	Ŷ	Y I	Y I	23	30 l			Y	Y	I Y I
	ovat Yotanda II.	2	Ä	5 İ	2;3		j i	į į	i	i	l.				
	ersall Patricia	2 1	2 1	ŠÍ	2,3	Ÿ	Y I	Y	23	30 I	40-	66		Y	Ϋ́I
	iotti Rebecca A. I	12	4 1	10 i	2,3	•		ĺ	22	36 I			Y	Y	
	iamson Deverly D. I	2 1		i	-,-				27	45	43	7i			ĺ
	on Lucinda X.	į i	4 i	5 i	2 1		: 		25 I	41	j		į į	İ	ĺ

CENTRAL AREA PRESID (MORKSIOP 15)

<u> </u>		DURCHARIN	C IMCIGROUI	()	I EXVA	YOURSYDDIAMO	THE	 	TEST	SOM		ICOMPETE	CIES	discristi
NAME OF TRAINERS	İ	I Education	Teaching	Studen ':	1 Norkshop	Ĭ	l Journai	Pre	test		ttest	<u> </u>		BKUIHINKS
 	loccupation		lEx _i zorience i	lage's I	Evaluation	Questionnaire	IStudy time	l#right	laright i	Mright 1	laright I	IANIPERD I	IDI IAT I	OSERĽISKY I
1. Atkins Virginia	l	5	5	i 6	Y	İ Ÿ	 	 						
2. Brillhart Diane U.	1 11	1 3	4	1 2	Î Y	I A	I A	1 28	1 46	35	1 58	I Y	Y	A I
1 3. Clark Stephanic	l 11	4	1 3	1 2	1 Y	l y	ł Ý	1 24	40	l 38	l 63	l Y	Y	Y I
4. Dowler Jackie D.	i i	j j	į 3	.2	<u>Ý</u>	Į Ž	<u>Į</u> Ž	21	35	35	<u>58</u> 50	ļŸ	Ÿ	Į Ž
l 5. Dunham Susan D.	_ 2_	1 3	1 5	! 2. 1;3	I Y	l Ä	I A	1 12	20	1 30		l Y	l X	I = I
l 6. Am Carolyn J.	2,16	1 3	4	2,3	l y	ΙÝ	ΙÝ	1 20	1 33	1 30	l 50	l A	Y	¥
7. Fricker Nancy	1 11	1 4	1 4	2	Į Ÿ	Į Ý	Į Ÿ		ļ	36	60	ĮÝ	Ŷ	Ý
Gardner Evans Debra	1 2	1 4	1 4	2,3	l Y	l A	I Y	17	<u> 28</u>	1 43	1 71	l X	Y	X 1
9. Grady Patty	1 1	1 3	4	1 2	l Y	j y	Y	10	50	l 36	l 60	l Y	Y	Y I
10. Gray Nobert T.	1	1 3	i ä i	1,2,3	İ	į	•	İ	İ	İ	ĺ	İ		j
l 11. Jeschien Jouy	1 2	4	j 5 i	l Ì	1 3	Į <u>Ž</u>	Ϋ́	16	1 26	40	l 66	l y	Y	Y I
l 12. Lang Harilyn L.	1 1	1 3	1 5	2	l y	I Ā	: У	19	31	1 29	48	I Y I	Y	Y I
13. Lehman Linda L.	i ii	1 4	j 5 l	2	ΙÝ	Ý	ÌΫ́	. 19	1 31	l 28	46	ΙÝ	Y	ÝÍ
14. Lynch Erin	1	j <u>3</u>	1 1	2	Į Ý	Ý	Į Ÿ	1 23	38	32	53	Y	Y	Y I
15. Millian Judith	11	1 4	4	4	l A	I Y	l Å	24	40	41	l 68	I Y I	Y	YI
16. Bielson Terri	1 2	4	1 6 1	2	l y	l y	l y	1 23	38	37	61	l Y	Y	Y I
17. Pascoe David D.	1 5	l ä	5 1	2	ÌÝ	7	İΫ́	27	1 45	1 35	<u>58</u> 58	Ÿ	Ÿ	Ϋ́Ì
18. Pimentel Beth A.	1 2	1 4	1 4	2	Ÿ	j y	Ϋ́	ĺ	İ	35	J 58	Ÿ	Y	ŸÌ
19. Powell Joyce A.	2,16	j 3	1 3 1	2	ΙÝ	l ý	ÌÝ		1	l 39	l 65	ΙÝΙ	Ý	ÝΙ
20. Rieseman Charlot	1 2	1 4	4	Ž	İ	j	Ī			İ	ĺ			İ
21. Salas Aido	1 2,16	i i	i 3 i	2	Ϋ́	Y	l Ÿ		İ	33	55	l ÿ	ÿ	ŸÌ
22. Sanchez Maricela	1 2,16	1 3	1 3 1	2	l y	l Y	l Y	١.	1	1 24	 4 0	7	Y	Y I
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